DOCUMENT RESUME

ED 189 275 CE 023 444

AUTHOR	Nelms, Harry M.
TITLE	The Development and Implementation of a Model to Ensure that Vocational Education Students are Functionally Competent.
INSTITUTION	Central City Occupational Center, Los Angeles, Calif.
PUB DATE	Mar 79
NOTE	136p.: Not available in paper copy due to light, thin type.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Counseling: *Adult Vocational Education: Career Counseling: Career Guidance: Competence: *Competency Based Education: *Curriculum Design: Curriculum Development: *Daily Living Skills: Demonstration Programs: Employee Attitudes: Employee Responsibility: *Program Development: Program Implementation: Values: Work Attitudes
IDENTIFIERS	*Life Skills

ABSTRACT

A program developed and implemented a competency-based model to ensure that adult vocational education students were functionally competent. Preliminary steps included a review of research on existing practices, exploration of operating programs nationwide, and development of a reciprocal liaison with the Northwest Regional Educational Laboratory. Program development involved identifying the everyday life competencies crucial to job success, developing and validating twenty instructional modules to teach the identified competencies, and designing a management plan to link adult vocational and academic programs to provide adequate delivery systems. During the pilot program, the curriculum was tested, and the curricular materials and management plan were evaluated. Program participants judged functionally and vocationally competent showed a significant reduction in loss of jobs. (Exhibits include a pool of functional competencies, examples of competency specifications, materials relating to conducting competency-rating sessions, summary of competency ratings, competency achievement evaluation forms for teachers and learners, and a sample competency achievement packet.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CE

MAR 27 1979

ED189275

The Development and Implementation of a Model to Ensure that Vocational Education Students are Functionally Competent

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by

Lanny M. Nelms

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Suzanne Kelley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE023444

Replacing the Group Practicum
Los Angeles Cluster II
Submitted March 1, 1979

Associate Principal
Central City
Occupational Center
Los Angeles,
California

Abstract

Author: Nelms, Lanny M.

Title: The Development and Implementation of a Model to Ensure that Vocational Education Students are Functionally Competent

1979 Practicum Report, Nova University, Fort Lauderdale, Florida

Descriptors: Adult Education, Interpersonal Competence, Employee Attitudes, Employee Responsibility, Values, Adult Counseling, Career Counseling, Occupational Guidance, Curriculum Design, Adult Vocational Education, Competency-Based Education

A program was proposed and initiated involving identification of functionally incompetent adult vocational education students in a regional occupational center of three thousand adult students. Intervention measures were applied to twenty students in a program intended to develop a model. The practicum manager reviewed research on existing practices, explored programs in operation throughout the country, and developed a reciprocal liaison with Northwest Regional Educational Laboratory. Program development included identifying the everyday life competencies crucial to job success; developing and validating instructional materials to teach adults the identified competencies; and designing a management plan to link adult vocational and academic programs in order to provide delivery systems through which students can acquire the crucial competencies. The pilot program included testing the curriculum, identifying a suitable population, and evaluating curricular materials and the management plan. The fulfillment of the practicum's objectives resulted in a significant reduction in loss of jobs by program participants judged functionally and vocationally

competent. (Included in the exhibits are items such as a pool of functional competencies, examples of competency specifications, materials relating to conducting competency-rating sessions, summary of competency ratings, competency achievement evaluation forms for teachers and learners, and a sample competency achievement packet.)

TABLE OF CONTENTS

Page

Introduction...1

Statement of the Problem...............................5

Objectives...7

Strategy/Implementation................................8

Program Implementation................................25

Evaluation...27

  Objective Number One...............................27

  Objective Number Two...............................28

  Objective Number Three.............................29

  Objective Number Four..............................30

Implementaion and Breadth of Application...............31

Institutionalization of the Program...................32

Comments and Recommendations..........................33

Definition of Terms...................................34

Exhibits

1. Pool of Functional Competencies....................39
2. Examples of Competency Specifications..............52
3. Instruction to Leader..............................59
4. Leader's Script....................................62
5. Letter of Invitation...............................70
6. Letter of acknowledgment...........................71
7. Participant Packet.................................72
8. Summary of Competency Ratings......................84
9. Thank You Letter...................................93
10. Competency Achievement Packet, Teacher Evaluation Form..94
11. Competency Achievement Packet Learner Evaluation Form...98

Title: The Development and Implementation of a Model to Ensure that Vocational Education Students are Functionally Competent

INTRODUCTION

This practicum was addressed to the need for a reoriented approach to vocational education--an approach which includes total preparation for the world of work rather than merely the acquisition of occupational skills. Research indicates the necessity to develop new kinds of curricula which can meet the multitude of needs for employment skills other than the traditional job-content variety. Many people who are competent, even proficient, in skills strictly related to job performance are not successful in the everyday life skills which affect a person's ability to enter the labor force, to retain a job, to advance on a job, and/or to be satisfied as a worker.

There are some who take a limited view of what should be included in "total preparation for work". Thus, many prevocational programs focus on a narrow definition of basic education: reading, writing and computation. Others realize that employment skills are much more comprehensive. For example, a report on the Manpower Development and Training Act (MDTA (1) defined employment as those "skills and characteristics other than specific occupaitonal skills which may affect an individual's employability; for example, work habits, conformity to expected standards of behavior as an employee, job finding skills, and attitudes conducive to satisfactory occupational adjustment."

The need for the development of new kinds of curricular and course content which can meet the multitude of needs for employment skills outside the traditional job-content kind is emphasized by Donald Super.:

> For the semi-skilled worker, dealing with the need to change job, occupation, or enterprise, needs to know when to change, what to change to, and how to change. He needs to know to get, and to use, whatever data may be available to help him weigh such different variables as hourly wages, average hours worked per year, seasonality and seasonal alternative, daily and weekly schedules, fringe benefits, management/and supervision, associates, physical condition of work, variety, freedom and pace of work, locality of employment, and inherent advantages or disadvantages of housing, schooling, recreation, transportation. For him these variables are likely to be much more significant than the nature of the work itself, which may vary from time to time and from place to place.(2)

Professor Super goes on to say that

> Knowledge of urban housing, transportation, and shopping are essential vocational skills. What good does it do him to find a job if he does not know how to use public transportation to get to and from it, and how long will he keep the job if he cannot manage his living quarters.

Super's remarks support the argument for a tandem operation between education and training in a continuum over a person's working life. Education and training should be fused, should become much more interrelated, much more synchronized throughout the lifetime of an individual.

The proposition held by Seymore Wolfbein provides the conceptual basis for this practicum. The proposition under review here holds that "at this juncture of our history and in the immediate years ahead, the course of vocational and adult education is a matter of utmost import in the war against poverty and unemployment. It holds further that vocational education has to go beyond the provision of some overt skill endowment if it is to provide meaningful pathways. Both adult and vocational education also have to provide occupational education, education about the world of work itself and other features of the American environment, as well as a vantage point for the development of motivations about and responsibilities toward that environment." (3)

Doeringer (4) points out that "While low levels of education and training can limit productivity and do affect the attractiveness of workers to prospective employers, unreliability on the job, rather than lack of skill, appears to be a more serious cause of unemployment."

It is obvious that although certain minimal skills are required to gain entry into jobs, such skills are not enough. Behavioral actions such as tardiness and absenteeism appear repeatedly in discussions of why people do not succeed in the world of work. Thus, the additional skills obtained during training, the learning of reading, writing, and numbers skills, the development of attitudes and motivations to train and work, the acquisition of some knowledge about the regimen required by work, and all the other dimensions of a training and retraining experience can be of paramount and longlasting value.

Along this line, the Employment Development Department (EDD) of the State of California (5) asserts that "repeated studies show that more workers lose their jobs due to poor character qualities than to lack of skill. Among the most objectionable characteristics are: carelessness, unwillingness to follow rules, laziness, absence or tardiness, troublemaking, too much attention to outside interests, lack of adaptability, and misrepresentation."

The EDD publication includes the following list of qualities desired by employers: "ability, dependability, initiative, reliability, good attendance, efficiency, loyalty, cheerfulness, helpfulness, unselfishness and perserverance." Whether a person is best characterized by the descriptions of objectionable qualities or by the descriptions of desirable qualities is, to a large extent, the result of the degree to which the person is competent as a functioning adult in everyday life.

Many of the reasons cited in personnel studies for loss of jobs are, in fact, symptoms of problems and not the problems themselves. A common reason for dismissal is absenteeism. Absenteeism, however, may be a symptom of a number of problems. For example, poor physical or psychological health, health problems of family members, legal matters, consumer dilemmas, misuse or abuse of leisure time, interpersonal difficulties at home and/or on the job, and conflict of values are some of the problems which may underlie absenteeism. Similarly, tardiness, job dissatisfaction, irresponsibility and other frequently cited reasons for job loss or leaving can be related to incompetency in areas of everyday living which impinge on a person's ability to function on the job.

The recent Adult Performance Level (APL) Study conducted by the University of Texas at Austin (6) identifies competencies which are considered important to success as adults, and from national assessment data concluded that many adults are not competent enough to achieve even minimal levels of success. Pertinent to this practicum is the APL definition of success. Different levels of adult success are measured in terms of income, job status, and education. Those adults who function with difficulty on everyday functional competencies are those whose mastery of competency objectives is associated with inadequate income of poverty level or less, inadequate education of eight years of school or fewer, and unemployment or occupations of low job status. Approximately 20 percent of the adults in the United States are, by and large, "functionally incompetent," and their lack of success in the world of work is related to their functional incompetence. Another one-third of the population is only minimally competent and their degree of success in the world of work is described in terms of "income of more than poverty level but no discretionary income" and "occupations in medial job status range." These data suggest that there are general life competencies which are crucial to job success in addition to the strictly job-related performance skills. In the APL paradigm these competencies involve the application of reading, writing, speaking, listening, computation, problem solving, and interpersonal skills in the content areas of consumer economics, occupational knowledge, health, community resources, and government and law. Thus, how skillful a person is as a consumer, as a healthy person, as a user of community resources, and as a citizen has direct bearing on the individual's success in the world of work.

STATEMENT OF THE PROBLEM

With a thorough grasp of the national perspective I then reviewed the curricular offerings at Central City Occupational Center where I serve as the assistant principal. In 1974, the Center was accredited by the Western Association of Schools and Colleges. In their report to the community, they cited "that greater emphasis be included in the curriculum on developing the whole being such as standards, attitudes, morals, and work habits" as an area that required study and implementation. In September, 1977, I presented to the faculty of Central City Occupational Center (CCOC) a questionnaire on which they were to list things they liked the best about the program and which areas they felt needed improvement. With a 61 percent return on the questionnaire, 47 percent stated that they needed some form of assistance with student placement to aid students who were occupationally competent but lacked certain social skills.

I reviewed the Op-Scan follow-up records in the counseling office and found that of the five-thousand two-hundred forty-two students who enrolled last year (1976-77), 51 percent completed their occupational objectives; of the 51 percent completing the training, 52 percent were placed on jobs; of the 52 percent placed on jobs, 85 percent remained employed for ninety days or longer. The figure of ninety days is the standard probationary period in industry.

I then polled representatives of fifteen trade advisory committees serving the Center. The employers were asked to list the most common reasons our trainees were terminated from employment. Of the 63 percent who returned the questionnaire, the responses were: 7 percent--lack of job skills, 20 percent--inability to get along with fellow workers or supervisors, 42 percent--some type of personal problem (usually involving money), 26 percent--excessive absenteeism or tardiness, 5 percent--unknown.

A follow-up phone survey was then conducted to verify the termination rate as recorded in the counselors' office and to check the statistics on the reason for termination. I talked to 100 percent of the trade advisory representatives and found that both sets of figures were identical within half a percentage point.

Results of studies conducted by the Los Angeles School District Division of Career and Continuing Education during the school years 1975-1976 and 1976-1977 further stress the need for the development of a functional competency program. The Adult Performance Level test (APL) was administered to all potential graduates of the occupational center programs, and 39 percent of the two-thousand eight-hundred sixty-three students tested were identified as functionally incompetent. This compares to a 38 percent figure for the thirty-three thousand six hundred eighty-one persons tested in the community adult education programs.

In late September, 1977, I met with the counseling staff of Central City Occupational Center and the Student Occupational Placement Specialist to see what areas of concern bothered them the most. The number one concern was the student/counselor ratio; number two was the non-existance of referral services for students who lacked functional competencies.

To overcome the stated problems a reoriented approach to vocational education was to be developed and supported by the materials and delivery systems needed to make it a reality. These are the needs to which this practicum was addressed.

Program Goal: The development and implementation of a competency-based model to insure that vocational education students are functionally competent. The objectives selected for this practicum were:

Practicum Objectives

1. Of the students completing the competency-based curriculum, ten of the twenty modules, and their occupational objectives, a minimum of 75 percent of these trainees will be placed in their occupational fields by November, 1978.
2. Of these students completing the competency-based curriculum, at least ten of the twenty modules, and

placed in their occupational field, 90 percent will remain on the job for at least ninety days.

3. Of those students completing the competency-based curriculum, at least ten out of the twenty modules, 100 percent will be found to be functionally competent as evidenced by their passing the team-constructed composite post-test.
4. In each area of the competency-based curriculum, the twenty modules, 100 percent of the trainees completing the module will be found to be competent in that area, as evidenced by their passing the post-test for that module.

STRATEGY/IMPLEMENTATION

The strategies designed to achieve these objectives were placed in motion during the Fall of 1977. My first concern was to inform all parties affected by this practicum so they would be fully aware of the goals of the practicum and the procedures to be employed, thus ensuring both their understanding of the project and their support. This was accomplished by conducting a faculty meeting in the Fall of 1977 at which time the results of the different surveys and questionnaires were reviewed. I reiterated our purpose as public vocational educators was to prepare the student for the world of work as efficiently and thoroughly as possible. I then outlined the strategies I envisioned for the solution of the problem.

Strategies

1. Development and implementation of a valid curriculum to teach identified mandatory competencies to ensure that graduates are functionally-competent as well as skilled in an occupational area.

2. Develop and implement a class designed specifically to teach survival skills (functional competencies). Ultimately, the class would be open-entry, open-exit, yet designed to accommodate up to fifty students for a ten-week period of time. Following the pilot testing of the program, an initial group of twenty students, identified by the counseling staff as lacking functional competencies, would comprise the first class. The class was scheduled during the summer school session of 1978 for eight weeks. Students would attend this class from one to three hours daily in conjunction with their occupational skills classes. Even though students have been identified as lacking in competencies, enrollment in the program would be optional and not contingent for certification. Students who have graduated and returned for additional counseling services due to occupational termination may also be counseled into the program. For each of the everyday life competencies considered to be most crucial for success in getting and keeping a job, complete competency-based instructional modules would be developed.

Each module will include:

a. behavioral objectives.
b. pre-test.
c. instructional materials which have been selected from commercially available materials and/or designed by the staff.
d. human, community, and multi-media resources related to competency acquisition.
e. post-test.

Four three-hour in-depth workshops would be conducted to familiarize the two instructors and two aides with the modules, their use, and evaluation procedures.

3. Develop and implement a counseling format that would include an instructional management plan. The head counselor and the six full-time resident counselors would receive five three-hour workshops relative to the curricular offerings. The information presented in the five workshops would enable the counselors to determine which modules would meet the needs of the individual counselees. It would be the job of the counselor to evaluate the competency level of the trainees and to set-up a diagnostic prescription plan for the student during the intake interviews. This plan would be presented to the instructor who would administer the assigned prescription program.

Implementation of Strategies

While the development and implementation of these primary strategies are presented as individual events, it should be obvious to the reader that they occurred within the same time-frame and that many of the elements overlap and are interdependent. Figure #1 reflects both the time line and the project plan.

Strategy I

Before a competency-based curriculum could be developed monies had to be allocated to the project. The district received a Vocational Education Act (VEA) Grant in the sum of $126,000. The money was used to hire a project director, four curriculum specialists, and a clerk typist. This staff worked full time on the project.

The basis for a competency-based curriculum is a set of

OVERALL DESIGN OF PROJECT PLAN

	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEP
Identification of Competencies	Prepare for Activities	Collect, Analyze, Interpret Data										
Advisory Council	Establish	1st Meeting	Members as Needed	Members as Needed	2nd Meeting	Members as Needed	3rd Meeting	Members as needed	4th Meeting	Members as Needed	5th Meeting	Members as Needed
In Service		Plan 1st	Conduct 1st	Plan 2nd	Conduct 2nd	Plan 3rd	Conduct 3rd	Plan 4th	Conduct 4th			
Development of Modules		Design Procedures & Format	1-6	7-12	13-18	19-20						
Pilot Test of Modules				1-6	7-12	13-18	19-20					
Revision of Modules					1-6	7-12	13-18	19-20				
Recycle of Modules						1-6	7-12	13-18	19-20			
Preparation of Modules for Dissemination							1-6	7-12	13-18	19-20		
Management Plan Linking Vocational & Academic Programs		Develop Guidelines	Design Plan	Pilot Plan	Pilot Plan	Review & Revise	Pilot Plan	Pilot Plan	Pilot Plan	Review & Evaluate		
Evaluation	Devise Plan		Ongoing, iterative collection and analysis of formative evaluation data------------									Final Evaluation
Dissemination	Establish Communication Lines		Documents Prepared; Distributed			Interim Report						Final Report

Meetings as scheduled: Curriculum Council, Guidance Council, Principals, Assistant Principals and Head Counselors Organizations; Staffs of Learning Centers, ROP/ROC; School Board; AELA;AVA; CCAE; ACSA.

Figure II

mutually agreed upon competencies. These competencies had to be identified. Many existing sets of instructional goals and objectives are available for traditional curriculum in grades kindergarten through twelve. There are few, however, which are solely concerned with everyday living skills required of adults. The sets of goals, objectives, or competencies in the area of functional skills vary not only in terms of how they are stated but also in the types of skills included. Most include only minimal survival skills and none includes all of the skill and content areas considered to be vital to functional competency. Therefore, a comprehensive set of potential competencies was developed by the project staff.

Although no one set of existing goals ws sufficient, validated sources were used as a starting point. The project staff collected and studied goals, objectives, and competencies from a variety of sources. These included the Adult Performance Level Study (University of Texas at Austin, 1975), Central New York External Diploma Program (Nickse, 1975), Oregon Graduation Requirements (Fassold, 1974), National Assessment of Educational Progress (Citizenship, Basic Skills and Career and Occupational Objectives), Los Angeles Unified School District--Division of Career and Continuing Education course outlines, Educational Goals Catalogue (State of California Department of Education, 1974) and a variety of instructional materials.

From these sources, statements were compiled which reflected application of the skills in the content areas. These statements were reviewed in order to eliminate duplicate ideas and to combine overlapping ideas. The remaining statements were reviewed and revised for comprehensiveness. Competency statements for topics not covered by existing sources were generated.

The next step was to originate sample performance indicators for each competency statement. These are illustrative of the ways in which a learner might demonstrate a competency; they are not all-inclusive.

Several further reviews and revisions took place. First, each of the content areas was reviewed by at least one subject matter specialist in the field. These subject matter specialists were asked to comment on comprehensiveness and note any omissions, to correct any errors in concept or terminology and to make other suggestions as needed. The information from the subject matter specialists was used to revise existing competency specifications and to add new ones.

The final version of the one-hundred thirty-nine competency statements can be found in Exhibit 1, pages 39-51. Examples of the complete competency specifications which include the sample performance indicators are included in Exhibit 2, pages 52-58.

During November, 1977, a data collection session was held. Two project leaders from the project team who had received an orientation to the total study and who had themselves gone through the activities conducted the meeting. The leaders were given a complete manual which included: Leader's Instructions (Exhibit 3, pages 59-61), and a Leader's Script (Exhibit 4, pages 62-69). These materials were designed to minimize any differences in the future administration of these activities.

One hundred individuals were invited to participate in the competency rating session at Central City Occupational Center: fifty representatives from industry, twenty-five representatives from Civil Service and social service agencies, ten former students, ten instructors at the Center, and five current students. A letter of invitation was sent to each participant (Exhibit 5, page 70). A follow-up letter was sent to each person who responded acknowledging their intent to participate, (Exhibit 6, page 71).Ninety-three individuals participated.

The session began with a slide/tape presentation which provided an orientation to the purpose of the activity, emphasizing the importance of the participants' involvement in deciding which competencies are crucial to job success.

After the slide/tape presentation, Participant Packets were distributed and participants were instructed to remove only a participant information form, complete it and return it to the envelope. Participants were assured that their responses to this and all other activities would be confidential, ananymous and voluntary. Their code numbers were in no way connected to their names.

The session continued with an introduction to the competency rating activity, explaining the purpose of determining which competencies are crucual to job success. For this activity, participants removed the Competency Rating Directions page and packet (Exhibit 7, pages 72-83). As the leader read the directions aloud, the participants read along silently. Any procedural questions were answered and the participants proceeded to place their answer sheet in front of them, and then read each competency and placed a mark in the column of their choice. When all choices had been made, all materials were placed in the envelope.

Data Analysis. The data from the Participant Information form and the competency ratings were transferred to computer-scorable answer sheets. In this way the service of the Classroom

Teacher Support Services (CTSS) of the Los Angeles Unified School District could be utilized. CTSS provided frequency data for each competency (the number of participants selecting each of the four ratings). From these data, mean ratings for each competency was computed and the thirty competencies with the highest mean ratings were identified. All of the competencies were listed in rank order of importance to success in the world of work. The summary of competency ratings and the breakdown of samples for all centers is in Exhibit 8, pages 84-92. A follow-up thank-you letter was sent to each participant, (Exhibit 9, page 93),

The original curriculum plan called for the development of thirty competency-based instructional modules to teach everyday life competencies crucial for success in the world of work; however, after analyzing the data, the staff felt it would be more practical to combine similar competencies. As a result of the process a list of twenty modules to be developed was generated.

Having identified the everyday life competencies crucial to success in the world of work, the next major task for the project staff was to describe the specific outcomes that, if achieved, demonstrate achievement of the competency.

Behaviorally stated instructional objectives were derived from the competency statements. These instructional objectives constituted the basis for selecting the specific learning activities, choosing the content for use in the development of the activities, determining appropriate and desirable modes for developing the instructional activities, and evaluating the outcomes.

Construction of Performance Measures. The next task was to specify the performance measures to be used to assess whether or not the instructional objectives have been achieved. Diverse evaluative techniques were investigated, such as criterion-referenced tests, expert judgement, interviews, observations, review of experiential learning and performance tasks. Assessment measures were constructed for pre- and post-testing in order to use a diagnostic/prescriptive instructional approach. The measures selected and/or constructed to be used in determining learner performance were evaluated according to the following criteria:

a. feasibility
b. sensitivity
c. validity
d. reliability
e. interpretability

Specification of Methods. Each objective was analyzed in order to determine the most appropriate instructional strategy and the media to be used. The content to be presented, the practice to be provided, and the media to be used were prescribed. Community resources which are available to assist with competency acquisition were included in the specifications. Strategy prescriptions and media forms were evaluated according to the following criteria:

a. probable effectiveness
b. relevance of content
c. economy of design
d. manageability

Development of Prototype Modules. The development of the prototype modules included the collection of existing materials that could be integrated into them, the production of materials such as slides, audio tapes, or graphics, and the compilation of the materials which make up the prototype modules.

Technical Review of Prototype Modules. As each prototype module was finished, a panel of pilot test personnel and advisory council members reviewed and critiqued the module. The composition of the advisory council is shown in Figure II, page 18. The prototype modules were revised according to the suggestions of the technical reviewers.

Liaison with Northwest Regional Educational Laboratory. A liaison was established with the Northwest Regional Educational Laboratory (NWREL) in order to provide a reciprocity of services and benefits. NWREL is engaged in APL-related curriculum development. Although our model is more comprehensive than the APL model and our prime objectives for this project differ from those of NWREL, we wanted to ensure that there was no needless duplication of effort.

In-Service Training. Personnel to be involved in the pilot testing of the twenty competency-based instructional modules at Central City Occupational Center attended in-depth workshops in order to clarify the purposes and procedures that must be followed to ensure that the prototype pilot testing was carried out as designed and to ensure that the formative evaluation data collected was adequate. Four sessions were designed and conducted to meet the needs of the pilot test personnel. These were held every other month from December, 1977, through June, 1978. The four members of the Individual Learning Laboratory at CCOC made up the pilot test personnel.

Figure II

ORGANIZATION OF THE COMPETENCY-BASED ADVISORY COUNCIL

(Showing Relation of Sub-committees with
Sample Sources of Representative Organizations)

"LIFE SKILLS FOR JOB SUCCESS"

ADVISORY COUNCIL

THE WORKER	THE CITIZEN
Calif. Employment Development Dept.	Justice Dept.-Community Relations
Equal Employment Opportunities Comm.	Voting Registrar
Civil Service Commission	Human Relations Commission
AFL/CIO Community Services	Political Organizations
Industry Education Alliance	Legal Aid Society
Health, Education & Welfare Dept.	Social Security Administration
Labor Department-Manpower Adm.	Congress of Racial Equality
Management Council for Merit	Social Services Department
Calif. Rehabilitation Dept.	Center on Law/Poverty
ETC.	ETC.

THE CONSUMER	THE HEALTHY PERSON
Calif. Consumer Affairs Dept.	Calif. Assn. of Health Facilities
Consumer Federation of Calif.	County Medical Associations
Small Business Administration	County Psychological Associations
Small Claims Court	Recreation/Youth Services
Better Business Bureau	Calif. Rehabilitation Assn.
Housing & Home Finance Agencies	Council on Free Clinics
Banking Firms	Medicare
Consumer Information Service	Calif. Health Department
Consumer Credit Counselors	Family Planning Services
ETC.	ETC.

THE HOME AND FAMILY MEMBER	THE UTILIZER OF LEISURE
Assn. of Marriage/Family Counselors	Parks & Recreation Departments
National Assn. of Social Workers	Youth Services Planning Council
Parent-Teachers Associations	Public Social Services Dept.
Welfare Rights Organizations	Public Libraries
Calif. Office on Aging	Amer. Assn. of Retired Persons
Dept. of Public Social Service	YMCA?YWCA
Ministerial Associations	Big Brother/Big Sisters
Family Planning Centers	Arts & Crafts Centers
Head Start	Teen Posts
ETC.	ETC.

The agenda for all four workshops consisted of:

1) Project update
2) Revision of new modules
3) Feedback from pilot test personnel
4) Brainstorming
5) Review of major points

Pilot-Test of Prototype Competency-Based Instructional Modules.

Sample

The prototype modules were pilot tested in the learning center. This location was selected to represent the population of the vocational education programs of the Division of Career and Continuing Education of the Los Angeles Unified School District. At the site, twenty vocational students were randomly selected to participate in the fiel test (N=100). An equal number of men and women were included.

Procedures

(1) Participating vocational students received an orientation to the competency-based, work-related everyday life skills program.
(2) Pretests were administered
(3) If the pretest for a given module indicated competence, the next module was given.
(4) Students worked through prescribed modules.
(5) At the completion of each moedule, the post-test was administered.
(6) In cases where the post-test indicated competence, the student was advanced to the next pretest.
(7) If a post-test indicated lack of competence, the student was recycled to the appropriate segments of the module.

(8) Formative evaluation data was collected:

- (a) the extent to which intended procedures were followed (observations, interviews, questionnaires).
- (b) pre- and post-test scores.
- (c) attitudinal data from teachers (Exhibit 10, pages 94-97) and students (Exhibit 11, page 98), (questionnaires and interviews).

Utilization of Formative Evaluation for Revision of Modules.

The formative evaluation data was tabulated, processed and interpreted in order to determine what revisions needed to be made in the modules. Decisions were made to either revise or to make no revisions. When revisions were called for, they were made. The revised modules were recycled for pilot testing.

Several guidelines were observed in determining if and how the prototype modules should be revised. Among these were:

- (a) When the students are successful and satisfied, the modules will not be changed.
- (b) Student post-test achievement will be considered as the most important data.
- (c) Within module responses are less critical than post-test performance, but they will indicate where problems are occurring.
- (d) Affective data from students will be most important in cases where students are not well motivated or in which participation is to be voluntary.
- (e) When post-test performance is low and within module responses are poor
    - add practice, and/or
    - add feedback, and/or
    - assure learner understands task.

(f) When post-test performance is low, and within module performance is adequate
  - review task analysis and entry skills, and/or
  - add practice, and/or
  - verify that unprompted practice occurs in instructions, and/or
  - pool and redistribute practice and post-test items.

(g) When post-test performance it high and within module performance is low
  - carefully attempt to delete irrelevancies.

(h) When interest or attitude performance is low but performance on post-test is high
  - add motivational stimuli and/or
  - change the format.

(i) When teachers experience difficulty in using modules
  - revise teacher's guide.

An example of the competency achievement packet (CAP) entitled, "Job Interviews--Understanding Effective Employment Interview Behavior" is provided in Exhibit 12, pages 99-128. The pilot test version is used to demonstrate the kinds of material contained in a CAP. Because of copyright restrictions, reproduction of this exhibit is expressly forbidden. The twenty CAP's along with all of the suggested materials comprise more than fifteen hundred pages, therefore making it impractical to include in this paper.

Standards of Accomplishment The project staff established the cutoff point for a passing score on any CAP. A score of 90 percent on either the pre-or post-test was considered passing on any one module. The participant would be deemed functionally competent when he had completed his prescribed program. Details on needs assessment and program prescription are contained in the following strategy.

Strategy II Develop and Implement a class designed specifically to teach survival skills (functional competencies).

During the developmental period of the modules the project staff met with the head counselor and myself to determine how best to infuse the modules into our existing program. This group reached the conclusion that the logical approach would be to include the new curriculum in the Individual Study Lab. The decision was based upon the following facts:

(a) The Individual Study Lab equipped with study chairs, electrical outlets, and listening posts were already in existence.

(b) The new curriculum best fitted the philosophy of individualized prescriptive learning.

(c) The lab could accommodate large numbers of students with varying needs at the same time.

(d) Students could be referred to the lab from any of the sixty vocational training programs thereby allowing the vocational instructor to concentrate on skills training. This made the curriculum both manageable and available to everyone.

Following the pilot testing of the twenty modules, an initial group of twenty students composed the first class. These students attended the individualized learning lab from one to three hours a day in conjunction with their occupational skills classes. Even though these students had been identified as lacking in specific competencies by the counseling staff, enrollment in the program was optional and not contingent for certification,

The staffing pattern in the learning lab called for two instructors and two aides. This was the current pattern in the study lab; therefore, additional staff was not required.

Strategy III Develop and Implement a counseling format that will include an instructional management plan.

The project staff met with the head counselor, the six full-time resident counselors and myself early in November, 1977, to establish the plan. A flow chart of student progress, entitled "Process for a Competency-Based Life Skills Program for Adult Vocational Education Students", was established. (Figure III, page 24). Research by the staff had revealed that there was no reliable pencil and paper test on the market that would meet our placement needs. Therefore, it was decided that the professional judgement of the counselor, utilizing interviewing skills, would be the basis for the diagnostic prescription plan. To enable the counselors to make an accurate assessment, they attended the four three-hour workshops along with the instructional staff, held every other month from December,1977, to June, 1978. The counselor would be responsible for the initial screening assessment of all students in the project. If the student did not meet the minimum skills requirement, sixth-grade level in reading and math as measured by the Gates-MacGinte Reading

PROCESS FOR A COMPETENCY-BASED LIFE SKILLS PROGRAM FOR ADULT VOCATIONAL EDUCATION STUDENTS

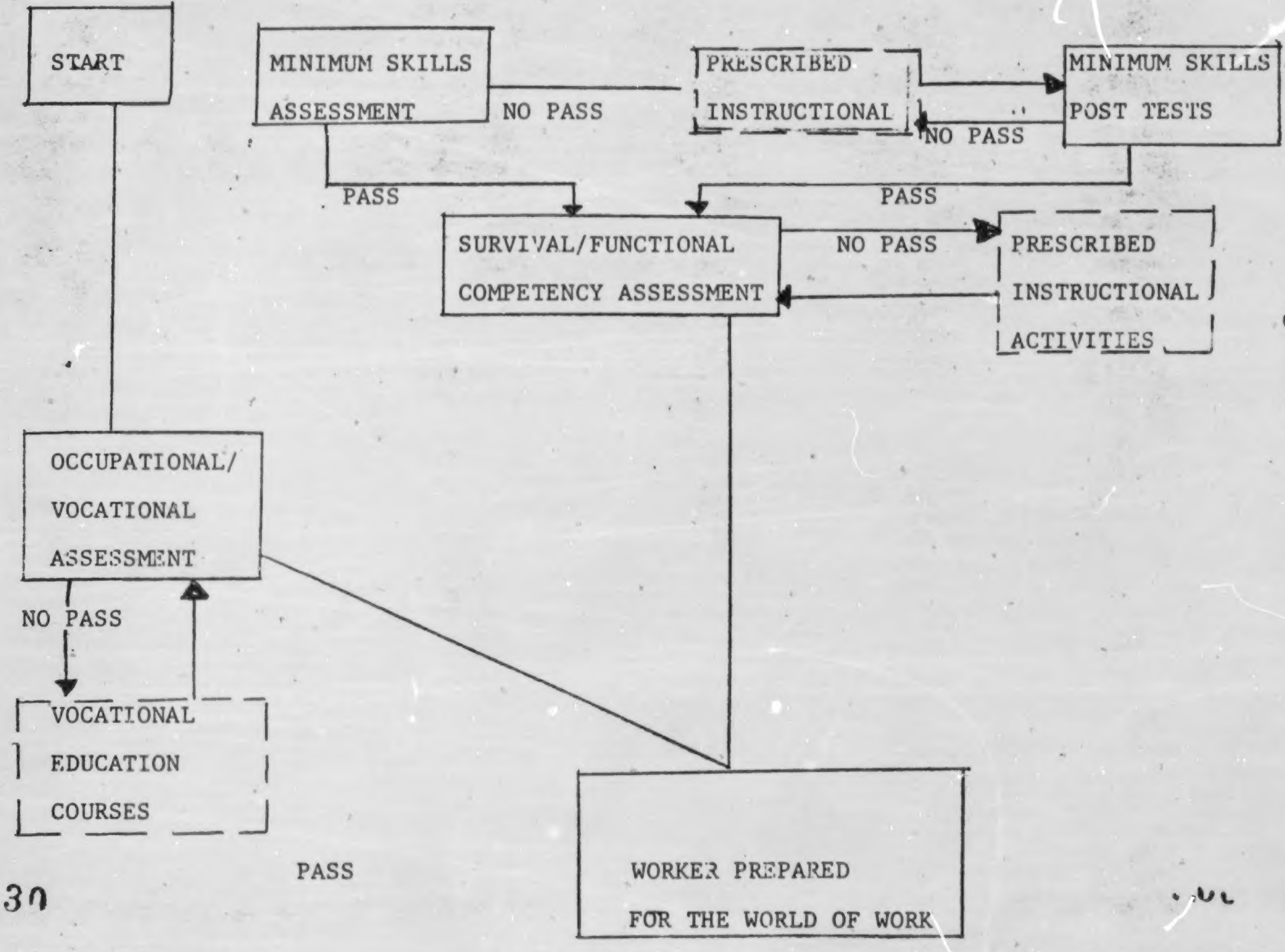

START
MINIMUM SKILLS ASSESSMENT
NO PASS
PRESCRIBED INSTRUCTIONAL
MINIMUM SKILLS POST TESTS
NO PASS
PASS
PASS
SURVIVAL/FUNCTIONAL COMPETENCY ASSESSMENT
NO PASS
PRESCRIBED INSTRUCTIONAL ACTIVITIES
OCCUPATIONAL/ VOCATIONAL ASSESSMENT
NO PASS
VOCATIONAL EDUCATION COURSES
PASS
WORKER PREPARED FOR THE WORLD OF WORK

Figure III

Test, Form D, and the Wide Range Achievement Test for Math, Mats six and seven, the student would be placed in basic skills programs. The student could take the basic skills program in the individual study lab. When the student achieved the sixth-grade level in reading and math, he could be programmed into the Life Skills Class.

The individual study lab instructor would be responsible for pre-and post-testing the students for each module, assigning learning activities for each module, for trying out and evaluating diverse assessment techniques for functional competency, and for all record keeping. Following the student's completion of both the vocational objective and the Life Skills Class, the vocational instructor would assist the student with job placement. The results of the placement would be recorded on a district Op-Scan form and turned over to the assistant principal for follow-up and evaluation purposes.

PROGRAM IMPLEMENTATION

Following the establishment of the curriculum, the delivery system, and the management plan, the first class was instituted during ths Summer quarter of 1978. The initial plan called for the first class to be composed of twenty students. However, the staff at Central City Occupational Center elected to place twenty-six students in the class to allow for attrition. The composition of the class was thirteen men and thirteen women between the ages of twenty-two and forty-seven years of age. They were enrolled in the following vocational areas: welding, six students; machine shop, ten students; automotive tune-up, four students; word processing, printing, and major appliance repair, two students each. All of the students had histories of problems in school or on the job. These twenty-six students entered the program knowing it was not required for fullfilling their vocational skill objective.

Following the selection interviews, each student was given his diagnostic-prescriptive program. The student kept one copy for his own records and the original copy went to the individual learning lab instructor.

Based upon the individualized diagnostic-prescriptive program, each student would take the pre-test for the first module prescribed. If they scored 90 percent or better, they were given credit for that module and were advanced to take the pre-test for the next prescribed module. If they scored below 90 percent the instructor would work out a plan with the individual student based upon the material in that module to aid the student in achieving the objectives as stated in the module. Following the completion of the objectives the instructor administered the post-test for that module. If the student scored 90 percent or better they were given credit for completing that module and advanced to the next module as prescribed by the counselor. This process was repeated until the student completed all of the modules prescribed by the counselor and any additional ones he (the student) might desire to master.

When the prescriptive program was fulfilled the student took a general Life Skills Test. This test was instructor-constructed and was used for program evaluation. It is the equivalent to a general mastery examination. Copies of this exam are not available because of pending copyright.

The first class was scheduled for one-hour a day, five days a week on a staggered basis so that no more than three of the students would be in the study lab at any one given time period.

When word of the program began to spread via the participating students to their classmates and friends, the counseling office was besieged by eager would-be participants. Sixty students are currently enrolled in the program on the same one-hour staggered basis.

Upon the completion of the prescriptive plan and the occupational skills area, the instructors placed twenty students on jobs. Of the initial class, three people dropped out of school for personal reasons, two additional people did not finish either the program or their occupational skills objective so they returned for further schooling during the Fall 1978 quarter, and one person I have been unable to locate.

EVALUATION

Objective Number One:

Of the students completing the competency-based curriculum, a minimum of ten of the twenty modules, and their occupational objectives, a minimum of 75 percent of these trainees will be placed in their occupational fields by November, 1978.

Evaluation of the Stated Goal of Objective Number One:

Upon completion of the Summer Quarter, 1978, twenty students in the initial class had completed both the competency-based curriculum and their occupational objectives as stated in objective number one. At that time Southern California was experiencing an expanded labor market; therefore, the instructors were able to place fifteen of the students by the end of September, 1978, and the remaining five students by the end of October, 1978. District Op-scan forms were filled out for each student, stating the place of employment. During the last week of October, 1978, I telephoned the individual companies employing each of the twenty students to verify that they were indeed employed and to obtain the name of the student's immediate supervisor who would be evaluating him during the probationary period with the company. All of the companies verified the employment and supplied the requested information.

Results

The job placement of students in the program by November, 1978, was 100 percent, therefore, exceeding the goal of 75 percent as stated in objective number one by 25 percent.

Objective Number Two

Of these students completing the competency-based curriculum, at least ten of the twenty modules, and placed in the occupational field, 90 percent will remain on the job for at least ninety days.

Evaluation of the Stated Goal of Objective Number Two

During the last weekin January, 1979, I telephoned each of the twenty supervisors of the twenty program participants. Of the twenty employees, seventeen were still employed in the same companies and all seventeen had been recommended for retention status by their supervisors. The work status of the remaining three employees varied. One of them had changed jobs within the same field because he had an opportunity to earn more money with a rival company. His supervisor on his first job rated the program participant's work performance as superior and was positively impressed because the employee not only told them the reason for his termination but he also gave them two weeks notice. The company was so favorably impressed by this employee's action that they have since given our center all of their job orders.

The supervisor of one of the other two remaining employees stated that the employee had self-terminated because he was having personal problems based on the late shift he had to work. Here again the company was favorably impressed in that the employee had informed them of the reason he was leaving. The company had attempted to find a slot for him on the day shift but was unable to do so. I then telephoned his home to find out his current status and found that the line was disconnected. The remaining student was terminated by the company for theft. The supervisor did not hold the center responsible and has agreed to hire future trainees from this center.

Results

In the purest sense, only 85 percent of the students remained on the job for ninety days. However, if we are more practical, we would include the student who took an upgrading opportunity, and thus the results would be 90 percent , thus meeting the goal as stated in objective number two.

Objective Number Three

Of the students completing the competency-based curriculum, at least ten out of the twenty modules, 100 percent will be found to be functionally competent as evidenced by their passing the team constructed composite post-test.

Evaluation of the Stated Goal of Objective Number Three

The learning lab instructor kept the records for each of the twenty students completing the initial class. As each student finished his final module as prescribed in the diagnostic-prescriptive plan, a composite test was administered to that student. The composite test was a field-test instrument composed of one-hundred multiple-choice questions. The passing score was 90 percent. The passing or cutoff score was established by the project staff. Based on the nature of the questions and the intensive study modules, it was felt that a score of 90 percent was reasonable. Because of pending copyrights I was unable to obtain permission to include the test in this paper.

Results

Of the twenty students taking the composite test, seventeen scored 90 percent or better. This figure of seventeen students passing represents 85 percent of the students tested. Based upon the stated goal that 100 percent of the students tested would pass, the goal was not met. The team reviewed the scores. The three students who scored below the cutoff point scored between 80 and 87 percent. All of the answers of both the students who passed and those who were below the cutoff point were subjected to an item analysis. No discernible pattern was detected. After much discussion the team agreed that perhaps the expectation of 100 percent of those being tested scoring above 90 percent on the composite test was unrealistic.

Objective Number Four

In each of the twenty modules, 100 percent of the trainees completing the module will be found to be competent in that area, as evidenced by their passing the post-test for that module.

Evaluation of the Stated Goal of Objective Number Four

Upon the completion of the area of study for each module, the learning lab instructor administered the post-test for that module. All of the students passed 100 percent of the pre- or post-tests for all of the modules assigned to them in their individually prescribed plan.

Result

Based upon the evaluative criteria as stated in the objective, the goal of the objective was met.

IMPLEMENTATION AND BREADTH OF APPLICATION

Procedures for disseminating the results, end products, or outcomes at the local, state, and/or national levels were established.

1. Locally, information was disseminated by:
    a. regularly published school bulletins distributed to all school personnel.
    b. oral, written, and/or visual presentations to school personnel as appropriate at regularly held meetings of consensus organizations such as the:
        (1) Curriculum Council- 8 meetings.
        (2) Guidance Council- 8 meetings.
        (3) Principal's Organization-monthly meetings.
        (4) Assistant Principal's Organization- monthly meetings.
        (5) Head Counselor's Organization- 7 meetings.
        (6) Counseling Staff- 9 meetings.
        (7) ROP/ROC (Regional Occupation Program/Regional Occupation Center)- 9 meetings.
        (8) Career Education Staff- 10 meetings.
        (9) Learning Center Committee- 5 meetings.
        (10) Career and Continuing Education Management Committee- 9 meetings.
    c. Presentations and workshops were offered at the February, 1979, meeting or AEALA (Adult Education Association of Los Angeles).
    d. The organization of a Competency-Based Education Advisory Council held five meetings.
    e. Oral, visual, and written presentation of results, end products, or outcomes were made to the School

Board members of the Los Angeles Unified School District.

f. Newspsper coverage.

g. Presentations to local organizations, as deemed appropriate, such as the Community Coordinating Council.

2. On the State level, dissemination of information was through participation in and presentation to the:
   a. State of California Competency-Based Education Task Force.
   b. California Adult Competency Education (CACE).
   c. California Council of Adult Education (CCAE).
   d. CCAE, Southeast section annual meeting.
   e. ACSA, Association of California School Administrators.
3. Nationally, results, end products, or outcomes were disseminated by:
   a. written and/or oral presentations to the annual NAPCAE conference (National Association for Public Continuing Adult Education), in November, 1978, in Portland, Oregon.

INSTITUTIONALIZATION OF THE PROGRAM

The program as presented in this practicum is now serving sixty students at Central City Occupational Center. As a result of the presentations at the local level, all five Regional Occupational Centers have expressed a desire to establish similar programs in their centers utilizing our format. Following the workshop presentations at the November, 1978, NAPCAE Conference in Portland, Oregon, I have had inquiries from program directors from seven different states and requests to make presentations to two additional state directors' meetings in the Spring of 1979.

COMMENTS AND RECOMMENDATIONS

While this program might sound exciting to the reader, let me give a word of caution. Before you embark upon such an enterprise be sure that the need exists among the population you serve. The commitment in terms of time and money will be considerable for you to develop a curriculum to meet your community's individual needs. This is not the type of program that can be put together by tired teachers at the end of a long day.

Recommendations:

(a) Allow a year for program development and lead time.

(b) The program is costly to develop. Try for a funding grant.

(c) Be sure people on your staff understand what you are doing.

(d) Listen--to staff, students, community.

(e) Spend time reviewing the literature and commercial products developed after 1978.

DEFINITION OF TERMS

ADULT PERFORMANCE LEVEL STUDY(APL)

APL was a national assessment project conducted by the University of Texas at Austin. The project (1) developed and validated a series of objectives which comprise adult functional competency, (2) conducted a series of national assessments of performance of adults with respect to those objectives, and (3) created a prototype test of adult functional competency.

BASIC SKILLS

The skills (tools) an individual needs in order to grow and interrelate with his/her environment. In this project the basic skills are considered to be: reading, writing, speaking, listening, interacting, doing, creating, computing, problem solving, and choosing.

COMMUNITY ADULT SCHOOLS

The purpose of the community adult school is to provide educational and training programs which will enable older youth and adults to function more effectively within their communities and the larger American society. Stated differently, community adult school programs permit the indiviual to advance from one level of educational or occupational development to another, in the most expeditious fashion.

The broad goals are accomplished through programs of basic and general education leading to elementary and high school diplomas; pre-vocational and vocational training; education in the humanities, fine arts, and music fields; family life, health, and citizenship education; and education for non-English speaking persons. Curricula, courses of study, location of classes, and time schedules are adapted to the requirements of specific instructional situations. Community adult school classes are held in parent school and branch school locations during day and evening hours, Monday through Friday, with selected educational offerings available on Saturday mornings.

COMPETENCY

A developed knowledge, attitude or skill that is observable, that can be transferred from a learning situation to a real-life situation, and that involves the production of a measurable outcome.

COMPETENCY BASED INSTRUCTION

Instruction provided to people whose progress is evaluated by the ability to perform certain tasks rather than by the accumulation of credits.

COMPETENCY RATING ACTIVITIES

Procedures to be carried out in order to involve a wide range of educational constituents concerned with vocational education in the identification of the everyday life competencies crucial to success in the world of work. The activities require the rating of already-written competency specifications based on how crucial they are to job success.

CURRICULUM COUNCIL

A group of administrators, counselors, and teachers established in the Los Angeles Unified School District Division of Career and Continuing Education for the purpose of making recommendations regarding the definition and improvement of curriculum content and policy.

FORMATIVE EVALUATION

The evaluation of an educational program which is still in some stage of development. The formative evaluation data are translated into program improvements.

FUNCTIONAL COMPETENCIES (FUNCTIONAL SKILLS, EVERYDAY LIFE COMPETENCIES)

Competencies which are considered essential to a person in order for that person to function as an adult in today's society. In this project the areas of functional competence are: citizenship, consumerism, leisure, home and family life, work, and health.

GUIDANCE COUNCIL

A group of administrators, counselors, and teachers established in the Los Angeles Unified School District Division of Career and Continuing Education for the purpose of making recommendations related to guidance services (including student programs, career guidance, personal guidance).

INSTRUCTIONAL MODULES

Sets of materials to be used by students/teachers for instruction in specified areas of study. These sets of materials include behavioral objectives, pre-and pos-tests, instructional material (print and non-print media), community resource experiences, and instructor's directions.

LEARNING CENER COMMITTEE

A sub-committee of Curriculum Council comprised of representatives from Learning Centers. Learning Centers are study laboratories for individualized courses.

MDTA

Manpower Development Training Act (under which the skills centers were originally funded).

PERFORMANCE INDICATORS

Tasks which an individual can perform which indicate acquisition of a given competence.

PILOT TESTING

A program instituted to test, evaluate and revise a project in its formative state prior to putting it to wider use.

ROC- REGIONAL OCCUPATIONAL CENTERS

The Regional Occupational Centers provide an opportunity for trainees to qualify for specific job skills in as short a time as is practical in fields that indicate a definite need. The primary objective of the Center is to prepare persons for effective entrance into employment and to upgrade those already employed. For those who are undecided, a special Counseling Center designed to help students make career and occupational decisions is available day and evening. New training classes are inaugurated throughout the school year in an attempt to meet the challenge of vocational education study. There are five Regional Occupational Centers in the Los Angeles Unified School District.

ROP REGIONAL OCCUPATIONAL PROGRAMS

The Regional Occupational Programs are designed to provide special and intensive training in specific job-entry level skills in a wide variety of occupations with the objective of immediate employment at the completion of the course. These courses are offered in areas of proven need and an attempt is made whenever possible to use the business and industry as the classroom.

SKILLS CENTERS

The Skills Centers provide a comprehensive retraining program for disadvantaged individuals, with emphasis on the chronically unemployed. Special consideration is given to minority involvement, although all groups are welcome. The program is based on skill training, and includes supportive services such as work orientation, pre-vocational training, individual and group counseling, communicative and basic education skills. The Center's staff works closely with community, private, and government agencies and with private industry to assure that the training and services are relevant to the trainee, the employer and the community.

SUMMATIVE EVALUATION

The evaluation of an educational program intended to provide data for the validation of the techniques and materials which make up the program. Summative evaluation can be considered the final major evaluation of the program prior to its public release.

SURVIVAL SKILLS

Those skills which are necessary for an individual to possess in order to be able to live without the complete dependence on another individual.

EXHIBIT 1

Los Angeles Unified School District

COMPETENCY-BASED DIPLOMA PROJECT

POOL OF FUNCTIONAL COMPETENCIES

©
Los Angeles Unified School District
1977

YOU, THE CITIZEN

1. Understand the Way in which the California State Government is Organized and its Responsibilities and Duties.

2. Understand how the Individual Contributes to the Causes of Environmental Problems and is Responsible for Solutions to Environmental Problems.

3. Understand the Ways in Which What Happens in the United States Affects Other Parts of the World and What Happens in Other Parts of the World Affects the United States.

4. Understand People's Basic Rights Which Are Included in the United States Constitution, Bill of Rights and other Amendments.

5. Be Aware of the Current Issues Facing the Citizens of the United States.

6. Understand the Major Purposes and Characteristics of the American Economic System.

7. Understand the Organization, Resposibilities and Duties of the Executive Branch of Local, State and National Governments.

8. Understand and Use Positive Interpersonal Skills in the Variety of Groups in which You Participate.

9. Understand the Purposes, Organization, Responsibilities and Procedures of the Judicial System.

10. Be Aware of Where to Go and Who to See for Legal Services.

11. Understand the Process of Legislation and how the Individual Citizen Can Affect the Process.

12. Understand the Way in which Local Forms of Government are Organized Their Responsibilities and Duties and How They Differ from State and National Goverment.

13. Understand Major Historical Developments in the United States and California That Have Affected Citizens Today.

14. Understand the Rights and Resonsibilities of the Non-Citizen.

15. Understand and Appreciate the United States as a Multicultural and Multiracial Society.

16. Understand the Functions and Organization of Political Parties.

17. Understand the Functions and Tactics of Pressure Groups and Lobbyists and Their Influence on Events in the United States and the World.

18. Recognize the Importance of Support for the Law in a Democratic Society.

19. Understand and Exercise the Responsibilities of Citizenship.

20. Understand the Relationship Between Government Services Provided Through Social Legislation and the Federal, State and Local Tax Systems.

21. Know Sources of Information About Political Issues and Critically Interpret the Information.

22. Understand the Organization of the United States Government and its Responsibilities and Duties.

23. Understand the Nature and Personal Implications of Laws/Codes Affecting Vehicle Drivers, Owners and Passengers.

24. Understand and Be Able to Use Words and Terms Related to Citizenship.

25. Understand the Responsibilities, Qualifications and Procedures for Registering to Vote and Voting.

YOU, THE CONSUMER

26. Understand and Use Advertisements in Making Buying Decisions.

27. Know How to Buy, License, Insure, and Maintain a Car.

28. Understand the Services Offered by Banks, Savings and Loan Associations, and Credit Unions.

29. Know the Purposes and Methods of Budgeting and Financial Record Keeping.

30. Be Familiar with Catalogue and Coupon Buying.

31. To Understand and Use the Principles of Comparison Shopping.

32. Understand the Relationship Between the Quality of the Environment and Our Values, the Way We Live and the Way We Use Goods and Services.

33. Understand the Purposes, Procedures and Consequences of Consumer Contracts.

34. Know How to use Consumer Guides to Help Make Buying Decisions.

35. Know About Local, State and Federal Agencies and Laws that Protect the Consumer.

36. Understand Consumer Rights and Responsibilities.

37. Understand How Values, Goals, and the Way We Live Influence the Way We Buy and Use Goods and Services.

38. Understand and Be Able to Use Common Consumer Words.

39. Understand the Values and Uses of Credit.

40. Know How to Order and Pay for Meals in a Restaurant.

41. Be Aware of the Educational Services in Your Community and Ways to Meet Educational Expenses.

42. Know the Purpose of Food Stamps and Proper Methods of Buying and Using them.

43. Understand the Purpose and Coverage of Different Kinds of Insurance.

44. Understand and Use the Information on Labels to Make Buying Decisions.

45. Understand Financial Plans such as Investments, Mutual Funds and Retirement Plans.

46. Know the Location, Use, and Advantages/Disadvantages of the Different Kinds of Public Transportation.

47. Understand the Purposes and Methods of Saving Money.

48. Understand the Relationship Between Procedures and Consumer of Goods and Services and its Effect on Prices.

49. Undrstand Sales, Income, Property and Other Taxes.

50. Understand Metric and English Systems of Weights and Measures.

YOU, THE HEALTHY PERSON

51. Understand how the Human Body Functions.

52. Understand Good Health Practices in Taking Care of Children.

53. Be Familiar with the Causes, Symptoms, Prevention and Treatment of Major Chronic Diseases.

54. Be Familiar with the Causes, Symptoms, Prevention and Treatment Of Common Communicable Diseases.

55. Be able to Identify and Explain the Services Provided by Community Health Services.

56. Understand The Causes, Effect, Prevention and Treatment of Health Problems Related to Drugs, Cigarettes and Alcohol.

57. Be prepared To Act Effectively In Cases Of Emergency Or Injury.

58. Know the Importance of Regular Check-Ups.

59. Plan for Medical Insurance and be Aware of Available Financial Aid for Medical or Health Care.

60. Recognize Medical Quakery and Frauds, and Know How To Handle Frauds, Quacks and Malpractice.

61. Understand Basic Physiological and Psychological Terms in Order To Report Symptoms, Ask Questions and Follow a Doctor's Directions.

62. Understand The Importance Of Good Personal Hygiene and Know Correct Body Care Practices.

63. Understand The Importance Of Exercise, Rest, Sleep And Nutrition and Practice Good Physical Fitness Habits.

64. Know Causes, Effects and Prevention of Various Forms of Environmental Pollution.

65. Understand The Meaning of Mental Health and its Importance to the Total Health of a Person.

66. Recognize The Danger Signals Which Mean That a Person Should Seek Professional Psychological Help.

67. Know The Proper Responses To Automobile Emergencies and Accidents.

68. Know Basic Safety Measures That Help Prevent and Injuries At Home and on the Job.

69. Know the Causes, Symptoms, Preventive Measures and Treatments of Veneral Disease.

YOU, THE HOME AND FAMILY MEMBER

70. Know Where To Go and How To Buy and Finance a Home.

71. Know the Correct Ways to Select, Purchase and Care for Clothing.

72. Be Familiar with Community Resources that can Help with Family Needs or Problems.

73. Be Aware of Community Resources that can Meet Housing Needs or Problems.

74. Understand the Importance and Know Ways of Conserving Energy in the Home.

75. Be Aware of the Possible Causes, Effects and Treatment of Special Family Needs such as the Aged, Physically Handicapped, Mentally Retarded, Emotionally Disturbed and Terminally Ill.

76. Understand the Purpose and Methods of Family Planning and its Physical, Psychological and Religious Aspects.

77. Be Able to make Good Decisions When Buying Furniture and Large Appliances.

78. Understand the Interlocking Roles and Responsibilities of the School and Home.

79. Know the Proper Use and Care of Supplies and Equipment Used for Home Maintenance and Repairs.

80. Identify Family or Individual Housing Needs and Find Realistic Ways to Meet Them.

81. Understand Human Growth and Development from Infancy Through Old Age.

82. Understand Human Reproduction and its Physical and Psychological Effects.

83. Apply Effective Interpersonal Skills and Knowledge in Relationships with Family Members.

84. MANAGE TIME, ENERGY AND FAMILY FINANCES EFFECTIVELY.

85. Plan Meals, Buy, Store, Prepare And Serve Nutritious Food, Keeping In Mind Family Needs, Tastes And Budget.

86. Understand Rental Agreements And Leases.

87. Understand The Legal, Moral, Cultural And Societal Responsibilities Of Being A Parent.

88. Understand Sexual Expression, Recognize Symptoms Of Sexual Problems And Know Where To Go For Help.

89. Understand The Emotional, Social And Financial Needs Of Parents And Children In Single-Parent Homes.

90. Know Ways Of Solving Family Problems.

91. Provide Accurate Information About Reproduction And Sex At Correct Stages In A Child's Life.

92. Be aware Of Changing Ideas About Family Relationships And Respect People's Choices.

YOU, THE UTILIZER OF LEISURE

93. Be Familiar with Facilities Where You Can See Different Kinds of Art Displayed.

94. Appreciate the Revitalizing Benefits of Recreation.

95. Be Aware of Community Groups and Organizations Which Serve Recreational, Cultural, Social and/or Self-Improvement Needs.

96. Understand Ways In Which Leisure Activities Affect the Quality of the Environment and How Environmental Conditions Affect Leisure Activities.

97. Possess the Skills and Interest to Enjoy a Hobby.

98. Be Familiar with a Variety of Activities Which Can Be Enjoyed by a Family or a Group in the Home.

99. Know How to Make a Home More Attractive, More Comfortable, More Convenient.

100 Be Familiar with Facilities in Your Community Where You Can Receive Instruction in a Craft, Skill or Academic Subject.

101 Evaluate Your Own Interests, Abilities and Values that May Affect Your Leisure Decisions.

102 Know How to Gather and Use Information to Make Leisure Decisions.

103 Understand How Leisure Activities Change as a Person's Interests, Needs, Values and Abilities Change.

104 Recognize the Large Amount of Leisure Time Available, Now and in the Future.

105 Be aquainted with and Use the Services Regularly Offered By Your Local Libraries.

106 Be Aquainted with Places of Interest in your community.

107 Know How to Locate, Select and Appreciate Musical and Theatrical Performances.

108 Know How to Plan a Trip, Making Use of Maps, Schedules, and Travel Agencies.

109 Be Familiar With the Many Types of Reading for Pleasure.

110 Know How to Make Use of Your Own Talents to Serve the Needs of Others.

111 Be Familiar With Sources of Information for Films, Radio Programs, Television Shows, Records and Tapes.

112 Be Familiar with Facilities Where You Can Participate In or Observe Athletic Activity.

113 Be Able To Participate in at Least One Individual Athletic activity. and One Team Sport.

114 Be an Informed Spectator in at Least One Sport.

115 Appreciate the Value of Being Able to Spend Time Alone "Doing Nothing."

116 Be Familiar with a Variety of Places to Visit in Your Own Region, in Other Parts of the Country, and in Foreign Lands.

117 Use the Common Forms of Mass Media with Discrimination.

YOU, THE WORKER

118 Know how to Apply for a Job, Including how to Prepare a Resume, Write a Letter of Application and Complete Application Forms.

119 Understand Own attitudes and the Attitudes of Others Toward Work.

120 Possess Skills Useful in the World of Work: Numerical, Communication, Manual, and Problem-Solving.

121 Know how to Gather and use Information to Make Career Decisions.

122 Understand Career Ladder and how one can Continually Upgrade Skills and Abilities to Obtain More Satisfying Work.

123 Know the Major Duties, Required Abilities and Types of Work Conditions of Different Career Fields.

124 Understand and be Able to Select and Use the Services of Public and Private Employment Agencies.

125 Understand Rules, Regulations, Procedures and Practices Related to Employee Wages, Wage Deductions, Benefits and Working Conditions.

126 Understand how Change in Society and Technology Affect Employment Requirements and Availability and be Familiar with the Resulting Trends in Employment.

127 Understand the Meaning of Equal Opportunity and the Rights and Responsibilites of Both Employers and Employees.

128 Be aware of Things Which May Lead to Promotion and those things Which May Lead to Loss of Job or Demotion.

129 Possess the Interpersonal Skills Needed to Work Effectively with Supervisors, Co-Workers and Others.

130 Understand the Purposes and Procedures of Job Interviews and Demonstrate Acceptable Interview Behavior.

131 Evaluate Own Interests, Abilities, Goals and Values that may Affect Career Decisions.

132 Understand the Purposes and Practices of Labor Unions and Their Effects On Society, Industry and the Individual Worker.

133 Understand that Career Development is Life-long and is Based on a Person's Educational and Occupational Choices.

134 Relate Own Abilities, Interests, Goals and Values to Different Career Field Requirements.

135 Know of and be able to use Sources of Employment Information(Radio, TV, Newspapers, Trade and Professional Journals, and Personal Contacts)

136 Understand the Value Work Has for Individuals.

137 Understand the Value of Work to Society.

138 Understand and Appreciate the Contributions and Special Problems of Employed Women and Know of Ways to Overcome the Problems.

139 Understand and Use Commonly Used Words Relating to Work.

EXHIBIT 2

Examples of Competency Specifications

2 each for

You, the Citizen
You, the Consumer
You, the Healthy Person
You, the Home and Family Member
You, the Utilizer of Leisure
You, the Worker

CALIFORNIA STATE GOVERNMENT

UNDERSTAND THE WAY IN WHICH THE CALIFORNIA STATE GOVERNMENT IS ORGANIZED AND ITS RESPONSIBILITIES AND DUTIES.

Some of the tasks you will be able to do:

- Discuss the ways in which the Spanish and Mexican, background of California influenced the structure of California government.
- Select the responsibilities which belong primarily to the California government from a list of governmental functions.
- Use an almanac or directory and a map to locate your State Senatorial and assembly districts and to determine who your senator and assembly persons are.

(1)

THE CITIZEN AND THE ENVIRONMENT

UNDERSTAND HOW THE INDIVIDUAL CONTRIBUTES TO THE CAUSES OF ENVIRONMENTAL PROBLEMS AND IS RESPONSIBLE FOR SOLUTIONS TO ENVIRONMENTAL PROBLEMS.

Some of the tasks you will be able to do:

- Identify three kinds of pollution, describe their causes and effects and suggest possible solutions which you, your community and others might make.
- Select newspaper articles which describe the actions of concerned citizen groups in the area of environmental matters and explain the impact of the action.
- List five ways you can contribute to the preservation of the environment.

(2)

AUTOMOBILES

KNOW HOW TO BUY, LICENSE, INSURE AND MAINTAIN A CAR.

Some of the tasks you will be able to do:

- Determine what car would meet personal needs.
- Describe California auto license requirements.
- Explain the coverage of liability, collision and comprehensive auto insurance.
- List things about a car which determine how much it will cost to buy and use.

(27)

BANKING SERVICES

UNDERSTAND THE SERVICES OFFERED BY BANKS, SAVING AND LOAN ASSOCIATIONS AND CREDIT UNIONS.

Some of the tasks you will be able to do:

- Compare the need, cost and use of

  money orders
  personal checks
  travelers' checks
  cashiers checks
  bank credit cards

- Select the best checking and savings accounts to meet personal needs.
- Fill out sample bank forms (eg. deposit and withdrawal slips)

COMMUNITY HEALTH SERVICES

BE ABLE TO IDENTIFY AND EXPLAIN THE SERVICES PROVIDED BY COMMUNITY HEALTH SERVICES.

Some of the tasks you will be able to do:

- Make a list of the medical and health services available in your community.
- After a visit to a community health clinic, explain to another person what types of programs are offered there, the cost, etc.
- Match types of problems with the appropriate health resource in the community.

(55)

DRUGS, CIGARETTES AND ALCHOLHOL

UNDERSTAND THE CAUSES, EFFECTS, PREVENTION AND TREATMENT OF HEALTH PROBLEMS RELATED TO DRUGS, CIGARETTES AND ALCOHOL.

Some of the tasks you will be able to do:

- Identify the negative physical and psychological effects of the following:
    a. smoking (cigarettes, cigars, pipes)
    b. drugs (alcohol, marijuana, cocaine, heroin)
- Describe the social and legal consequences of drug abuse.
- Make a card file of agencies which help people with their drug, drinking and smoking problems.

(56)

CLOTHING

KNOW THE CORRECT WAYS TO SELECT, PURCHASE AND CARE FOR CLOTHING.

Some of the tasks you will be able to do:

- Collect clothing labels and describe what the garment is made of and how to care for it.
- Look at your present wardrobe and plan for the repair and/or cleaning of items which need it and a needed purchase.
- Make a list of do's and don't's for use of washers, dryers, irons and clothing care materials.

(71)

COMMUNITY FAMILY SERVICES

BE FAMILIAR WITH COMMUNITY RESOURCES THAT CAN HELP WITH FAMILY NEEDS OR PROBLEMS.

Some of the tasks you will be able to do:

- Identify types and purposes of various family service agencies.
- Make up a directory of services provided by local agencies. (ex. Family Planning Center, Social Services, juvenile problems, marriage counseling.)
- Describe how the schools and the justice system help with family problems.

(72)

LEISURE THROUGHOUT LIFE

UNDERSTAND HOW LEISURE ACTIVITIES CHANGE AS A PERSON'S INTERESTS, NEEDS, VALUES AND ABILITIES CHANGE.

Some of the tasks you will be able to do:

- Suggest three leisure activities for
    - teenagers
    - young children
    - couples
    - senior citizens
- List recreational activities in which adults of all ages participate.
- Give examples of ways in which physical condition affects choices of leisure activities.
- Explain how changes in a person's family life affect leisure activity (eg. Husband and wife working, young children, ill or handicapped family member).

(103)

LEISURE TIME

RECOGNIZE THE LARGE AMOUNT OF LEISURE TIME AVAILABLE, NOW AND IN THE FUTURE.

Some of the tasks you will be able to do:

- Determine the total number of leisure hours in your typical week.
- Imagine the year 2000 and estimate how many leisure hours you will have in a typical week.
- Describe the effects each of the following will have on leisure time available: shorter work weeks, early retirements, longer lives, flexible work schedules, and year-around school.

(104)

INTERPERSONAL RELATIONS ON THE JOB

POSSESS THE INTERPERSONAL SKILLS NEEDED TO WORK EFFECTIVELY WITH SUPERVISORS, COWORKERS AND OTHERS.

Some of the tasks you will be able to do:

- List desirable and undesirable personality traits which affect how a person works with others.
- Role-play effective ways of dealing with conflict between fellow employees on the job.
- Analyze own personality traits and the ways they affect the way you work with others.

(129)

JOB INTERVIEWS

UNDERSTAND THE PURPOSES AND PROCEDURES OF JOB INTERVIEWS AND DEMONSTRATE ACCEPTABLE INTERVIEW BEHAVIOR.

Some of the tasks you will be able to do:

- Prepare for job interviews by collecting necessary information to take with you.
- Role-play an employment interview to demonstrate acceptable posture, dress, grooming, facial expressions, and behavior.
- Describe the purpose and importance of the job interview in the hiring process.

(130)

EXHIBIT 3

DIVISION OF CAREER AND CONTINUING EDUCATION
LIFE SKILLS FOR JOB SUCCESS PROJECT

INSTRUCTIONS TO LEADERS No. 1

PRIOR TO ACTIVITY

1. PRE-ARRANGEMENTS: The site leader, the Life Skills for Job Success Project leader and the site administrator will work together to make the following necessary arrangements:
    - (a) Set the date and time for the activity.
        - (1) During the week of November 28 - December 2, 1977.
        - (2) Set aside approximately one hour. The activity is scheduled to take approximately one hour but time should be allowed for late starts, procedural delays and other time-consuming events.
    - (b) Arrange for the location.
        - (1) Select a room large enough to seat at least 36 people. School Library, cafeterias or multipurpose rooms are suggested.
        - (2) Each person will need a flat surface at least 30 inches across.
        - (3) Be sure that there is adequate lighting and ventilation.
        - (4) Arrange for another room in close proximity for refreshments.
    - (c) Select and notify the participants.
        - (1) Assist in the selection of representative students according to the Guidelines.
        - (2) Request student participation and notify instructors.
        - (3) Notify Community Advisory Council Members by mail and request participation.
        - (4) Make a list of participants (for your use only).
        - (5) Send a letter of confirmation. Make sure every one knows the time, place and purpose of meetings.
        - (6) Contact participants by phone/letter to remind them the day before the activity.
    - (d) Materials/equipment to be supplied by the site.
        - (1) A slide projector
        - (2) A tape recorder
        - (3) A screen
        - (4) Pencils

2. POSSIBLE ORIENTATION SESSION: Leaders may attend an orientation session.

3. PICK-UP OF MATERIALS: The leader from the Life Skills for Job Success Project will receive the competency rating activity materials. These include:
    - (a) Participant materials
        - (1) 30 question sheets
        - (2) 30 answer sheets
    - (b) Leader's Manual

DIVISION OF CAREER AND CONTINUING EDUCATION
LIFE-SKILLS FOR JOB SUCCESS PROJECT

INSTRUCTIONS TO LEADERS: No.2

ADMINISTRATION OF ACTIVITY

1. PHYSICAL FACILITIES: Arrive early enough to check the physical facilities.
   (a) Be sure there is adequate space for the number of anticipated participants.
   (b) Each participant should have a flat surface at least 30 inches across.
   (c) As circumstances permit, seat participants in such a way as to minimize the temptation to look on someone else's responses. (Although there are no wrong answers, some people still may look at another's answers).
   (d) Check the lighting again. Be sure the room is bright enough for reading and also that it can be darkened for showing slides.

2. EQUIPMENT/SUPPLIES: Check to see that you have all of the supplies and equipment listed and that it is working correctly.
   (a) Slide projector and screen
   (b) Tape recorder
   (c) Slide/tape orientation
   (d) Leader's script
   (e) List of anticipated participants
   (f) Participant Packets for all participants
   (g) Pencils (sharpened)
   (h) Observation Checklist/Questionnaire
   (i) Refreshments

3. CONDUCT OF THE ACTIVITIES:
   (a) The leader from the participating school or group will be responsible for conducting the activities.

   (b) The leader from the LSJS will assist in:
      (1) Answering questions
      (2) Distributing materials
      (3) Collecting materials

4. OBSERVATION OF THE ACTIVITIES:
   The leader from the LSJS will complete the Observation Checklist/Questionnaire in order to have a record of the administration of the activities and any comments, reactions or irregularities.

DIVISION OF CAREER AND CONTINUING EDUCATION

LIFE SKILLS FOR JOB SUCCESS PROJECT

INSTRUCTIONS TO LEADERS: No. 3

AFTER ACTIVITY IS COMPLETED

1. COLLECTION OF MATERIALS: Upon completion of the activity, collect all Participant Packets.

2. RETURN OF MATERIALS: The Leader from the LSJS will return all participant materials (including any unused ones) and other materials to the Project office within three days.

EXHIBIT 4

ACTIVITIES TO DETERMINE COMPETENCY PRIORITIES

LEADER'S SCRIPT

Agenda	Script
Welcome	Welcome to our meeting today (tonight). As you know, you are here to express your opinions about what should be included in the requirements for graduation from Los Angeles adult schools. You are taking part in the early stages of the development of a new type of educational program called Competency-Based Education.
Introduce slide/tape	In order to give you an idea of what this new program is about and why you are here today (tonight), we will show you a short slide/tape presentation.
Show slide/tape	
	The slide/tape gave you some ideas about the new diploma program being designed for Los Angeles adult schools and about your involvement in its development. The materials we will use during this meeting are in the Participant Packets which are now being distributed.
Distribute Participant Packets	
	Please do not remove any materials from your packet until I tell you to do so.
Introduce Participant Information form	(When all participants have received their packets, continue.) We have three things on our agenda, the first of which is the completion of the blue Participant Information form. Please remove only this blue form from your envelope. (Hold up the blue form.)

Agenda	Script
Directions for Participant Information form	Note at the top of the form that all of your responses are confidential and anonymous. Your participant number is in no way connected with your name. You probably noticed that the Packets were passed out randomly. Do not sign your name on this or any other forms. All of the questions asked are important, but your response to all of them is voluntary. Please complete this form now. If you have any questions, ask one of us for help.
Completion of Participant Information form	(Allow time to complete form - three to five minutes.)
	Return the blue Participant Information form to the envelope. Do not remove anything else at this time. Our next task is concerned with determining the values of the people involved in our educational programs - school personnel, students and community members. You may be wondering: What do values have to do with our choice of goals for the diploma program? To help answer this question, let's think for a moment about how we make some of the other decisions in our lives. For example, what are some of the things you consider when deciding which presidential candidate to vote for? Do you vote for the candidate with the nicest smile, or are other things more important to you? When you are shopping with a limited amount of money, how do you decide which of the similarly priced things that your family needs should be bought? These are decisions

Agenda	Script
	that are influenced by our values.
	As with other decisions, values play an important role in decisions about education. Therefore, we are interested in discovering the values of our community. What are the values which influence educational decision-making?
Directions for Value Survey	Please remove the white Rokeach Value Survey from your packet and wait until I have read the directions before you begin.
	(Hold up the Rokeach Value Survey and wait a moment.)
	First be sure that your participant number is on the front page. Please do not write anything of the front page. We do not need this information.
	Before reading the instructions, turn to page 3 where you will see a sheet of labels on the right side of the page. In order to help us collect and record the information, please letter each label in alphabetical order. Begin with the top label - a comfortable life - and write the letter "A" at the left on the label. Write the letter "B" on the label below it, and continue through the alphabet until you reach the bottom. The bottom label should have the letter "R" on it. When you finish page 3, do the same with the labels on page 4, beginning again with the letter "A".
	(Wait a minute or two.)
	Now turn back to page 2 and read the instructions along with me:

On the next page are 18 values listed in alphabetical order. Your task is to arrange them in order of their importance to YOU, as guiding principles in YOUR life. Each value is printed on a gummed label which can be easily peeled off and pasted in the boxes on the left-hand side of the page.

Study the list carefully and pick out the one value which is the most important for you. Peel it off and paste it in Box 1 on the left.

Then pick out the value which is second most important for you. Peel it off and paste it in Box 2. Then do the same for each of the remaining values. The value which is least important goes in Box 18.

Work slowly and think carefully. If you change your mind, feel free to change your answers. The labels peel off easily and can be moved from place to place. The end result should truly show how you really feel.

When you finish the first list of 18 values, go right on to the second list of another 18 values and do the same thing. When you are finished, return your Value Survey to your Participant Packet. Leave your packet on your table. Be sure you know which place is yours. You may go to Room____for a brief break when you have finished the Value Survey. The second half of the meeting will begin promptly at ______. (Allow 20 minutes for completion of the Value Survey and 15 minutes for the break.)

Completion of the Value Survey

Agenda	Script
Break)	
Introduce Competency Rating	Now we will complete the last activity on our agenda, which is the rating of the competencies. There are many competencies which would be desirable for all graduates to have. In fact, you may think that all of the competencies you are about to read are important. But we have limited time, money and other resources. Therefore, we need to decide what are the most important things to include in our diploma program. We want to find out which things everyone who graduates from an adult school should be able to do. These won't be the only competencies that will be taught - they will be the top-priority ones. They will be the minimum expected of every adult school graduate. Your next activity is to express your opinion about what competencies are the most important to include in the new diploma program.
Directions for Competency Rating	Please remove the green Competency Rating Instructions, the four 6 1/2" x 9" evvelopes and the pack of cards from your Participant Packet. We will go over the directions together.

DIRECTIONS FOR COMPETENCY RATING

1. You should have the following items:
    a. a set of competency cards (60)
    b. four sorting envelopes labeled:
        (4) Must Include
        (3) Should Include
        (2) Could Include
        (1) Don't Include
2. Place the four sorting envelopes in front of you with the #4 envelope on your left, the #3 envelope next to it, then the #2 envelope, and finally the #1 envelope on your right.
3. Read each competency card carefully. Think about how important each competency is in order to function effectively in daily life.
4. Ignore the numbers at the bottom of the cards;they are for data analysis use only.
5. Place each card on one of the four sorting envelopes to indicate whether you think that it must be included (4), should be included (3), could be included (2) or should not be included (1) in the diploma program.
6. You may place as many cards or as few cards as you wish in each category, but try to put some cards in each. There are no wrong answers.
7. If you have difficulty with a particular card, do

not spend a long time on it. Put it in the back of the set of cards and sort it last.

8. When you have sorted all of the cards, put the cards on each envelope into the envelope. The cards on envelope (4) go into envelope (4), the cards on envelope (3) go into envelope (3), and so on.
9. Fold in the flaps of the envelopes. Do not seal them.
10. Place your sorting envelopes into the large envelope.

Each person has a different set of competency cards, so ignore completely what your neighbor is doing. If you have any questions, ask one of us leaders. Spend about 35 minutes to complete this activity.

Completion of Competency Rating

(Allow 35 - 40 minutes for completion.)

Before you turn in your Participant Packet, please check to see that the same participant number is on the Participant Information form, the Value Survey and each of the four sorting envelopes. Be sure that the flaps of the envelopes have been folded in so that the cards will not fall out. Place all of the materials in the large envelope and fold in its flap.

Thank you

Thank you very much for your participation. We hope that you have enjoyed these activities. Your involvement is essential and we thank you for your cooperation. We will tally and analyze all of the information we receive from this group and many other groups. When the results have been summarized, each school will receive a copy of the report. Again, thank you for your interest and time.

Dismissal	Please hand your Participant Packet to one of us leaders as you leave. Have a nice day (evening)!
Collection of Pariticipant Packets	(Be sure that each person turns in a Packet and that no one has kept any of the materials)

EXHIBIT 5

Los Angeles Unified School District

Division of Career and Continuing Education - Adult Basic Education Program
Marengo Center Room 103
1200 Cornwell Street Los Angeles California 90033
Telephone (213) 625-6471

DR. WILLIAM J. JOHNSTON
Superintendent of Schools

ABRAM FRIEDMAN
Assistant Superintendent
Division of Career and Continuing Education

October 31, 1977

Dear

The Los Angeles City Unified School District has initiated a project to improve its approach to adult education. One of the first tasks of the project is to identify the everyday life competencies which are crucial to job success. To accomplish this, we need your help. Your experiences are a valuable source of information for completing this revision. You were recommended by the Administrative staff of CCOC as one who might be interested in assisting us.

We would like you to participate with others from your center in a meeting to express your opinion on the life competencies most vital to job success. We expect the meeting to take only an hour of your time.

We have planned the meeting for 7:30 P.M. TUE, NOV 29 in ROOM 1014 AT CENTRAL CITY OCCUPATIONAL CENTER

We would appreciate your participation. If you agree, please respond by mailing the enclosed post card within the next five days. If you desire further information, please contact the Competency Based Education, Life Skills for Job Success Project, at 625-6858 or 625-6085. We hope to hear from you soon.

Sincerely,

Rosemary G. Dawson

Rosemary G. Dawson, Director
CBE-Life Skills for Job Success

Irene Sheiner
Eric Parks
Carl Sewell
Arna Munford

RGD:ev

EXHIBIT 6

Los Angeles Unified School District

DR. WILLIAM J. JOHNSTON
Superintendent of Schools

ABRAM FRIEDMAN
Assistant Superintendent
Division of Career and Continuing Education

DIVISION OF CAREER AND CONTINUING EDUCATION
MARENGO CENTER
1200 CORNWELL STREET, LOS ANGELES, CALIFORNIA 90033
TELEPHONE: (213) 625-6471

Dear

We are pleased that you have agreed to participate in our project to obtain information about what students, employers and educators think are the crucial life skills for job success. We value your opinions as a representative of employer, student or educator interests.

We are aware that your time is precious, so we plan to start the meeting promptly at ______ o'clock in order to be finished by _____ o'clock.

Please report to Room ____ of ________________________ on ___________, November ____, 1977, at ______o'clock. We look forward to seeing you then.

If you have any questions, please call ________________ at __________________.

Sincerely,

Rosemary G Dawson

Rosemary G. Dawson, Director
CBE-Life Skills for Job Success

Irene Sheiner
Eric Parks
Carl Sewell
Arna Munford

RGD:ev

EXHIBIT 7

LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF CAREER AND CONTINUING EDUCATION
LIFE SKILLS FOR JOB SUCCESS

This is an activity in which you will present your opinion about what life skills are crucial to job success. It is not a test. It is a survey to determine the life skills which should be included in a vocational program.

PARTICIPANT INFORMATION SECTION I

Before we begin the activity, we are going to ask you for some information. All responses are confidential, anonymous and voluntary. Please DO NOT sign your name.

For the following items, decide which number applies to you. CLEARLY write the appropriate number in the box to the right of the statement. Please ignore the numbers to the right of the box. They are for project use only.

Identification number 00057 1 2 3

PLEASE WRITE YOUR RESPONSE HERE

Write the number which corresponds to your role. ☐ 4

1. present student
2. previous student
3. teacher/administrator/counselor
4. employer/community member

Write the number which indicates your age group. ☐ 5

1. 25 and under
2. 26-40
3. 41-55
4. 56 and over

Write the number which indicates your racial/ethnic classification. ☐ 6

1. American Indian (native American)
2. Asian American or Pacific Islander
3. Black
4. Mexican American (Chicano)
5. other Spanish surname
6. White
7. other

If you are a student, teacher or employer, write the number of the appropriate subject area. If you are a counselor or administrator, write number 7 (none of these). ☐ 7

1. Health
2. Business
3. Home Economics
4. Agricultural and Environmental
5. Public Services
6. Industrial Education
7. none of these

Write the number which corresponds to your sex. ☐ 8

1. Male
2. Female

Write the number of the regional occupational or skills center with which you interact the most. ☐ 9

1. Central City Occupational Center
2. East Los Angeles Occupational Center
3. East Los Angeles Skills Center
4. Harbor Occupational Center
5. Metropolitan Skills Center
6. North Valley Occupational Center
7. Watts Skills Center
8. West Valley Occupational Center

Now we are ready to begin the activity.

COMPETENCY RATING

This activity provides a list of everyday life competencies. Think how important each competency is for job success. Decide whether it is EXTREMELY IMPORTANT, IMPORTANT, SOMEWHAT IMPORTANT, or NOT IMPORTANT FOR JOB SUCCESS.

When you have decided, write the appropriate answer in the box to the right of the competency. Be sure to write your answer CLEARLY. Do this for every item. Try to VARY YOUR RESPONSES so that you use each of the four ratings. If you have difficult in rating a competency, come back to it later. Please ignore the numbers to the right of the boxes. They are for project use only.

1 = extremely important for job success	2 = important for job success	3 = somewhat important for job success	4 = not important for job success

1 = extremely important for job success

2 = important for job success

3 = somewhat important for job success

4 = not important for job success

Be familiar with a variety of activities which can be enjoyed by a family or a group in the home. ☐ 10

Understand the laws/codes affecting you as a vehicle driver, owner and passenger. ☐ 11

Appreciate the United States as a multicultural and multiracial society. ☐ 12

Be acquainted with and use the services regularly offered by your local libraries. ☐ 13

Apply effective interpersonal skills in relationships with family members. ☐ 14

Understand use of positive interpersonal skills in a variety of groups. ☐ 15

Recognize medical quackery and frauds and know how to handle them. ☐ 16

Understand the importance of regular medical check ups. ☐ 17

Understand the importance and ways of conserving energy in your home. ☐ 18

Understand the value work has for individuals. ☐ 19

Know the duties, abilities and work conditions of different career fields. ☐ 20

Know the basic safety measures for preventing injuries at home and on the job. ☐ 21

Understand rental agreements and leases. ☐ 22

1 = extremely important for job success	2 = important for job success	3 = somewhat important for job success	4 = not important for job success

Understand the purposes and characteristics of the American economic system. ☐ 37

Understand how the human body functions. ☐ 38

Understand the purposes and methods of budgeting and financial record keeping. ☐ 39

Understand the functions and organization of political parties. ☐ 40

Be an informed spectator in at least one sport. ☐ 41

Know how to make a home more attractive, more comfortable, more convenient. ☐ 42

Understand the organization and responsibilities of our California state government. ☐ 43

Be able to identify and explain available community health services. ☐ 44

Understand the purposes and methods of saving money. ☐ 45

Provide accurate and appropriate information about reproduction and sex at different stages in a child's life. ☐ 46

Know how to select, purchase and care for clothing. ☐ 47

Understand basic medical terms to report symptoms, ask questions and follow a doctor's directions. ☐ 48

Know how to buy, license, insure and maintain a car. ☐ 49

Understand the rights and responsibilities of the non-citizen. ☐ 50

1 = extremely important for job success	2 = important for job success	3 = somewhat important for job success	4 = not important for job success

Understand the purposes and practices of labor unions which affect society, industry and the individual worker. ☐ 65

Know the causes, symptoms, prevention and treatment of major chronic diseases. ☐ 66

Understand common consumer words. ☐ 67

Understand metric and English systems of weights and measures. ☐ 68

Understand good health practices in taking care of children. ☐ 69

Be able to use consumer guides to help make buying decisions. ☐ 70

Understand how leisure activities change as a person's interests, needs values and abilities change. ☐ 71

Understand the interlocking roles and responsibilities of the school and home. ☐ 72

Know how to make use of your own talents to serve the needs of others. ☐ 73

Know how to make decisions when buying furniture and large appliances. ☐ 74

Understand rules, regulations, procedures and practices related to employee wages, deductions, benefits and working conditions. ☐ 75

Be aware of community resources that can meet housing needs or problems. ☐ 76

Understand how to gather and use information about your career. ☐ 77

Understand the meaning of "Equal Opportunity" from the employer's and employee's viewpoint. ☐ 78

1 = extremely important for job success	2 = important for job success	3 = somewhat important for job success	4 = not important for job succes

Understand how to prepare a resume, write a letter of application, complete application forms and develop potential employment resources. ☐ 51

Know how to order and pay for meals in a restaurant. ☐ 52

Understand and use employment information (radio, TV, newspaper, trade and professional journals, and personal contacts). ☐ 53

Understand the organization and responsibilities of the United States government. ☐ 54

Know the causes, symptoms, prevention and treatment of common communicable diseases. ☐ 55

Understand your basic rights which are included in the Constitution, Bill of Rights and other amendments. ☐ 56

Understand how leisure activities affect the environment and how environmental conditions affect leisure activities. ☐ 57

Understand how a person's educational and occupational choices affect career development throughout life. ☐ 58

Understand how the functions and tactics of pressure groups such as lobbyists influence events in the United States and the world. ☐ 59

Understand words related to citizenship. ☐ 60

Understand how changes in society and technology affect employment openings and requirements. ☐ 61

Be familiar with the many types of reading for pleasure. ☐ 62

Appreciate the revitalizing benefits of recreation. ☐ 63

Evaluate your own interests, abilities and values which affect your leisure decisions. ☐ 64

1 = extremely important for job success

2 = important for job success

3 = somewhat important for job success

4 = not important for job succes

Know the proper use and care of supplies and equipment used for home maintenance and repairs. ☐ 79

Be aware of the educational services and ways to meet educational expenses in your community. ☐ 80

Understand the services offered by banks, savings and loan associations, and credit unions. ☐ 81

Understand financial plans such as investments, mutual funds and retirement plans. ☐ 82

Be familiar with different types and services of community resources that can help with family needs or problems. ☐ 83

Be aware of community groups and organizations which serve recreational, cultural, social and/or self-improvement needs. ☐ 84

Appreciate the value of being alone "doing nothing". ☐ 85

Know how your support for the law in a democratic society affects you. ☐ 86

Understand use of comparison shopping principles. ☐ 87

Know and interpret sources of information about political issues. ☐ 88

Understand the contributions of employed women and know their problems and possible solutions to them. ☐ 89

Understand "career ladder" and how you can continually upgrade skills to obtain more satisfying work. ☐ 90

Understand how to respond effectively to automobile emergencies and accidents ☐ 91

Understand and exercise the responsibilities of citizenship. ☐ 92

1 = extremely important for job success	2 = important for job success	3 = somewhat important for job success	4 = not important for job success

Be acquainted with places of interest in your community. ☐ 121

Understand own attitudes and the attitudes of others toward work. ☐ 122

Know how to gather and use information to make decisions on leisure. ☐ 123

Understand how major historical developments in the United States and California affect citizens today. ☐ 124

According to your values, know how to locate, select and appreciate musical and theatrical performances. ☐ 125

Use the common forms of mass media with discrimination. ☐ 126

Manage time, energy and family finances effectively. ☐ 127

Be familiar with a variety of places to visit in your own region, in other parts of the country, and in foreign lands. ☐ 128

Understand acceptable employment interview behavior. ☐ 129

Understand the purpose and methods of family planning including physical, psychological and religious aspects. ☐ 130

Understand the interpersonal skills needed to interact effectively with supervisors, co-workers and others. ☐ 131

Relate own abilities, interests, goals and values to different career field requirements. ☐ 132

Understand consumer rights and responsibilities. ☐ 133

Know the causes, symptoms, preventive measures and treatments of venereal disease. ☐ 134

1 = extremely important for job success	2 = important for job success	3 = somewhat important for job success	4 = not important for job success

Understand the importance and methods of good personal hygiene. ☐ 23

Know where to go and how to buy a home. ☐ 24

Understand the possible causes, effects and treatment of special family needs such as the aged, physically handicapped, mentally retarded, emotionally disturbed and terminally ill. ☐ 25

Be prepared to act effectively in cases of emergency or injury. ☐ 26

Understand the meaning and importance of mental health to the total health of a person. ☐ 27

Understand how you can affect the legislative process. ☐ 28

Be aware of available financial aid for medical or health care including medical insurance. ☐ 29

Know how to buy, store, prepare and serve nutritious food, considering family needs, tastes and budget. ☐ 30

Understand the use of label information in making buying decisions. ☐ 31

Understand the values and uses of credit. ☐ 32

Understand human reproduction and its physical and psychological effects. ☐ 33

Understand the qualifications, procedures and responsibilities for registering to vote and voting. ☐ 34

Understand sexual expression and recognize problems and sources of help. ☐ 35

Recognize the large amount of leisure time available, now and in the future. ☐ 36

1 = extremely important for job success	2 = important for job success	3 = somewhat important for job success	4 = not important for job succes

Recognize the danger signals which indicate a person should seek professional psychological help. ☐ 107

Be aware of the advantages/disadvantages of changing traditional ideas about family relationships. ☐ 108

Know how the causes, effect, prevention and treatment of health problems are related to drugs, cigarettes and alcohol. ☐ 109

Know how to plan a trip, making use of maps, schedules, and travel agencies. ☐ 110

Be able to participate in at least one individual recreational activity and/or one team sport. ☐ 111

Understand the relationship between government services provided through social legislation and the federal, state and local tax systems. ☐ 112

Be familiar with facilities where you can see different kinds of art displayed. ☐ 113

Understand the different kinds of insurance coverage and their purposes. ☐ 114

Understand the purposes, organization, procedures and responsibilities of our Judicial system. ☐ 115

Possess the skills and appreciation of a hobby. ☐ 116

Be familiar with facilities in your community where you can receive instruction in a craft, skill or academic subject. ☐ 117

Know current issues facing United States citizens. ☐ 118

Understand how to select and use the services of public and private employment agencies. ☐ 119

Understand and use commonly used words relating to work. ☐ 120

1 = extremely important for job success	2 = important for job success	3 = somewhat important for job success	4 = not important for job succes

Understand how values, goals and the way we live affect our use of goods and services. ☐ 93

Understand the purposes and methods of buying and using Food Stamps. ☐ 94

Know laws and local, state and federal agencies that protect the consumer. ☐ 95

Identify locations and advantages/disadvantages of the different kinds of public transportation. ☐ 96

Understand the purposes, procedures and consequences of consumer contracts. ☐ 97

Know where and how to obtain legal services. ☐ 98

Understand how local forms of government differ from state and national government in organization and responsibilities. ☐ 99

Be familiar with sources of information concerning films, radio programs, television shows, records and tapes. ☐ 100

Understand the emotional, social and financial needs of families in single parent homes. ☐ 101

Understand a variety of methods and resources for solving family problems. ☐ 102

Understand how you contribute to and are responsible for solutions to environmental problems. ☐ 103

Possess basic work-related skills such as communication, manual, problem-solving and numerical. ☐ 104

Know of facilities where you can participate in or observe athletic activity. ☐ 105

Understand the importance of exercise, rest, sleep and nutrition habits. ☐ 106

1 = extremely important for job success	2 = important for job success	3 = somewhat important for job success	4 = not important for job succes

Understand how events in the United States affect other parts of the world and how events in other parts of the world affect the United States. ☐ 135

Understand the contribution of work to society. ☐ 136

Understand what behaviors may lead to a promotion in contrast to those which may lead to the loss of job. ☐ 137

Understand and use advertisements in making buying decisions. ☐ 138

Understand human growth and development from infancy through old age. ☐ 139

Understand family or individual housing needs and realistic ways to meet them. ☐ 140

Be familiar with catalogue and coupon buying. ☐ 141

Understand the relationship between the consumption of goods and services and prices. ☐ 142

Evaluate how your own interests, abilities, goals and values may affect career decisions. ☐ 143

Understand the organization and responsibilities of our executive branch of local, state and national governments. ☐ 144

Understand how our environment affects our values, the way we live and use of goods and services. ☐ 145

Understand the legal, moral, cultural and societal responsibilities of being a parent. ☐ 146

Understand sales, income, property and other taxes. ☐ 147

EXHIBIT 8

Los Angeles Unified School District
Division of Career and Continuing Education
Life Skills for Job Success

Summary of Competency Ratings

During December, 1977, the Life Skills for Job Success Project conducted a survey to determine how important each of 139 everyday life competencies is to job success. A wide range of educational constituents concerned with vocational education was involved in this survey.

Breakdown of Sample

Role	
Student (present and past)	117
Educator (teachers, counselors, administrators)	110
Community	48
response	2
Total	289

Ethnicity	
Black	71
White	158
Spanish-Surname	33
Other (American Indian, Asian other)	26
No response	1
Total	289

Age	
25 and under	77
26-40	91
41-55	95
56 and over	26
No response	0
Total	289

Sex	
Male	155
Female	132
No response	2
Total	289

Subject Area	
Health	21
Business	80
Home Economics	2
Agricultural and Environmental	2
Public Services	6
Industrial Education	100
None of the above	78
Total	289

Center	
Central City Occ. Center	93
East Los Angeles Occ. Center	27
Harbor Occupational Center	36
Metropolitan Skill Center	27
North Valley Occ. Center	48
Watts Skill Center	29
West Valley Occ. Center	29
Total	289

The participants rated each of the competencies on a scale from one through four.

1 = extremely important for job success
2 = important for job success
3 = somewhat important for job success
4 = not important for job success

The list which follows presents the competencies in rank order from those most important for job success to those least important according to overall mean ratings. Statistical analyses determined that there was very high overall agreement in the competency ratings among the various groups sampled in the survey.

Using the information obtained from this survey, the Life Skills for Job Success Project staff is developing Competency Achievement Packets (CAPs) which include the methods and materials to teach and assess the competencies.

A complete report of this research will be submitted to the U.S. Office of Education and included in Resources in Vocational Education (RIVE) and the ERIC Clearing House on Career Education.

Los Angeles Unified School District
Division of Career and Continuing Education
Life Skills for Job Success

FUNCTIONAL COMPETENCIES
[In Rank Order By Overall Mean Ratings]

Rank	Mean	Competency	Number
1.5	1.25	Understand the interpersonal skills needed to interact effectively with supervisors, co-workers and others.	131
1.5	1.25	Understand what behaviors may lead to a promotion in contrast to those which may lead to the loss of job.	137
3.0	1.28	Understand acceptable employment interview behavior.	129
4.0	1.30	Understand how to prepare a resume´, write a letter of application, complete application forms and develop potential employment resources.	51
5.0	1.35	Understand "career ladder" and how you can continually upgrade skills to obtain more satisfying work.	90
6.0	1.37	Understand how to gather and use information about your career.	77
7.0	1.45	Understand and use commonly used words relating to work.	120
8.5	1.50	Understand the importance and methods of good personal hygiene.	23
8.5	1.50	Understand own attitudes and the attitudes of others toward work.	122
10.0	1.51	Evaluate how your own interests, abilities, goals and values may affect career decisions.	143
11.5	1.55	Understand rules, regulations, procedures and practices related to employee wages, deductions, benefits and working conditions.	75
11.5	1.55	Relate own abilities, interests, goals and values to different career field requirements.	132
13.0	1.56	Understand how a person's educational and occupational choices affect career development throughout life.	58
14.5	1.59	Possess basic work-related skills such as communication, manual, problem-solving and numerical.	104
14.5	1.59	Understand the importance of exercise, rest, sleep and nutrition habits.	106

Rank	Mean	Competency	Number
16.0	1.65	Know the basic safety measure for preventing injuries at home and on the job.	21
17.0	1.66	Understand the value work has for individuals.	19
18.0	1.72	Understand the meaning of "Equal Opportunity" from the employer's and employee's viewpoint.	78
19.0	1.74	Manage time, energy and family finances effectively.	127
20.0	1.75	Understand and use employment information (radio, TV, newspaper, trade and professional journals, and personal contacts).	53
21.0	1.84	Be prepared to act effectively in cases of emergency or injury.	26
22.5	1.85	Understand the importance of regular medical check ups.	17
22.5	1.85	Understand how changes in society and technology affect employment openings and requirements.	61
24.0	1.88	Know how to make use of your own talents to serve the needs of others.	73
25.0	1.89	Understand how to select and use the services of public and private employment agencies.	119
26.0	1.92	Know the duties, abilities and work conditions of different career fields.	20
27.0	1.97	Understand the purposes and practices of labor unions which affect society, industry and the individual worker.	65
28.0	1.98	Understand the purposes and methods of saving money.	45
29.0	2.01	Understand the meaning and importance of mental health to the total health of a person.	27
30.0	2.06	Understand the purposes and methods of budgeting and financial record keeping.	39
31.0	2.07	Know how to buy, license, insure and maintain a car.	49
32.0	2.09	Identify locations and advantages/disadvantage of the different kinds of public transportation.	96
33.0	2.11	Recognize the danger signals which indicate a person should seek professional psychological help.	107

Rank	Mean	Competency	Number
34.5	2.12	Understand the laws/codes affecting you as a vehicle driver, owner and passenger.	11
34.5	2.12	Understand the values and uses of credit.	32
36.0	2.15	Understand the contribution of work to society.	136
37.0	2.19	Understand common consumer words.	67
39.0	2.20	Understand use of positive interpersonal skills in a variety of groups.	15
39.0	2.20	Be aware of available financial aid for medical or health care including medical insurance.	29
39.0	2.20	Understand the legal, moral, cultural and societal responsibilities of being a parent.	146
41.5	2.23	Understand your basic rights which are included in the Constitution, Bill of Rights and other amendments.	56
41.5	2.23	Understand and exercise the responsibilities of citizenship.	92
43.5	2.24	Know how to buy, store, prepare and serve nutritious food, considering family needs, tastes and budget.	30
43.5	2.24	Know how the causes, effect, prevention and treatment of health problems are related to drugs, cigarettes and alcohol.	109
45.0	2.26	Understand a variety of methods and resources for solving family problems.	102
46.0	2.27	Understand the services offered by banks, savings and loan associations, and credit unions.	81
47.0	2.28	Evaluate your own interests, abilities and values which affect your leisure decisions.	64
48.0	2.29	Understand metric and English systems of weights and measures.	68
49.0	2.30	Understand financial plans such as investments, mutual funds and retirement plans.	82
50.0	2.31	Be aware of the educational services and ways to meet educational expenses in your community.	80
51.5	2.32	Know how to select, purchase and care for clothing.	47
51.5	2.32	Know where and how to obtain legal services.	98

Rank	Mean	Competency	Number
53.5	2.34	Apply effective interpersonal skills in relationships with family members.	14
53.5	2.34	Understand basic medical terms to report symptoms, ask questions and follow a doctor's directions.	48
55.0	2.36	Understand the interlocking roles and responsibilities of the school and home.	72
56.0	2.40	Understand good health practices in taking care of children.	69
58.0	2.41	Understand the purposes, procedures and consequences of consumer contracts.	97
58.0	2.41	Understand consumer rights and responsibilities.	133
58.0	2.41	Understand sales, income, property and other taxes.	147
60.0	2.42	Appreciate the United States as a multicultural and multiracial society.	12
61.5	2.43	Understand the purposes and characteristics of the American economic system.	37
61.5	2.43	Understand the different kinds of insurance coverage and their purposes.	114
63.0	2.44	Understand the purpose and methods of family planning including physical, psychological and religious aspects.	130
64.5	2.45	Understand how to respond effectively to automobile emergencies and accidents.	91
64.5	2.45	Understand how values, goals and the way we live affect our use of goods and services.	93
66.5	2.47	Be familiar with different types and services of community resources that can help with family needs or problems.	83
66.5	2.47	Know how your support for the law in a democratic society affects you.	86
68.0	2.50	Understand how the human body functions.	38
69.5	2.51	Be familiar with facilities in your community where you can receive instruction in a craft, skill or academic subject.	117
69.5	2.51	Understand how our environment affects our values, the way we live and use of goods and services.	145

Rank	Mean	Competency	Number
71.0	2.52	Appreciate the revitalizing benefits of recreation.	63
72.0	2.54	Know how to gather and use information to make decisions on leisure.	123
73.0	2.55	Understand the contributions of employed women and know their problems and possible solutions to them.	89
74.0	2.56	Know laws and local, state and federal agencies that protect the consumer.	95
75.0	2.58	Understand how leisure activities change as a person's interest, needs, values and abilities change.	71
76.5	2.60	Know the causes, symptoms, prevention and treatment of major chronic diseases.	66
76.5	2.60	Understand family or individual housing needs and realistic ways to meet them.	140
78.0	2.62	Understand the use of label information in making buying decisions.	31
80.0	2.63	Recognize the large amount of leisure time available, now and in the future.	36
80.0	2.63	Know the causes, symptoms, prevention and treatment of common communicable diseases.	55
80.0	2.63	Know current issues facing United States citizens.	118
82.0	2.65	Possess the skills and appreciation of a hobby.	116
83.5	2.66	Be aware of community resources that can meet housing needs or problems.	76
83.5	2.67	Be aware of community groups and organizations which serve recreational, cultural, social and/or self-improvement.	84
85.0	2.67	Be acquainted with and use the services regularly offered by your local libraries.	13
86.0	2.68	Understand the relationship between the consumption of goods and services and prices.	142
87.5	2.69	Recognize medical quackery and frauds and know how to handle them.	16
87.5	2.69	Understand rental agreements and leases.	22

Rank	Mean	Competency	Number
89.5	2.70	Understand the possible causes, effects and treatment of special family needs such as the aged, physically handicapped, mentally retarded, emotionally disturbed and terminally ill.	25
89.5	2.70	Know the causes, symptoms, preventive measures and treatments of venereal disease.	134
91.0	2.71	Understand the emotional, social and financial needs of families in single parent homes.	101
92.5	2.72	Understand sexual expression and recognize problems and sources of help.	35
92.5	2.72	Understand and use advertisements in making buying decisions.	138
94.5	2.73	Use the common forms of mass media with discrimination.	126
94.5	2.73	Understand human growth and development from infancy through old age.	139
96.0	2.74	Understand the importance and ways of conserving energy in your home.	18
97.5	2.76	Understand use of comparison shopping principles.	87
97.5	2.76	Be aware of the advantages/disadvantages of changing traditional ideas about family relationships.	108
100.0	2.77	Understand human reproduction and its physical and psychological effects.	33
100.0	2.77	Be able to use consumer guides to help make buying decisions.	70
100.0	2.77	Know how to plan a trip, making use of maps, schedules, and travel agencies.	110
102.5	2.78	Appreciate the value of being alone "doing nothing".	85
102.5	2.78	Understand the purposes, organization, procedures and responsibilities of our Judicial system.	115
104.5	2.79	Understand words related to citizenship.	60
104.5	2.79	Understand the relationship between government services provided through social legislation and the federal, state and local tax systems.	112
106.0	2.80	Know how to make decisions when buying furniture and large appliances.	74

Rank	Mean	Competency	Number
108.5	2.81	Be familiar with a variety of activities which can be enjoyed by a family or a group in the home.	10
108.5	2.81	Know how to make a home more attractive, more comfortable, more convenient.	42
108.5	2.81	Be able to identify and explain available community health services.	44
108.5	2.81	Understand how you contribute to and are responsible for solutions to environmental problems.	103
111.5	2.82	Understand the qualifications, procedures and responsibilities for registering to vote and voting.	34
111.5	2.82	Understand how leisure activities affect the environment and how environment conditions affect leisure activites.	57
114.0	2.84	Understand how the functions and tactics of pressure groups such as lobbyists influence events in the United States and the world.	59
114.0	2.84	Be familiar with the many types of reading for pleasure.	62
114.0	2.84	Know the proper use and care of supplies and equipment used for home maintenance and repairs.	79
116.0	2.85	Understand the organization and responsibilities of the United States government.	54
117.0	2.86	Understand the organization and responsibilities of our executive branch of local, state and national governments.	144
118.5	2.87	Know where to go and how to buy a home.	24
118.5	2.87	Understand how you can affect the legislative process.	28
120.0	2.88	Understand the organization and responsibilities of our California state government.	43
121.5	2.94	Understand how local forms of government differ from state and national government in organization and responsibilities.	99
121.5	2.94	Understand how events in the United States affect other parts of the world and how events in other parts of the world affect the United States.	135
123.5	2.95	Understand the rights and responsibilities of the non-citizen.	50

Rank	Mean	Competency	Number
123.5	2.95	Be acquainted with places of interest in your community.	121
125.0	2.98	Know how to order and pay for meals in a restaurant.	52
126.0	2.99	Be able to participate in at least one individual recreational activity and/or one team sport.	111
127.0	3.05	Know and interpret sources of information about political issues.	88
128.0	3.06	Be familiar with sources of information concerning films, radio programs, television shows, records and tapes.	100
129.0	3.12	Provide accurate and appropriate information about reproduction and sex at different stages in a child's life.	46
130.0	3.19	Understand how major historical developments in the United States and California affect citizens today.	124
131.0	3.20	Understand the functions and organization of political parties.	40
132.0	3.22	Be familiar with a variety of places to visit in your region, in other parts of the country, and in foreign lands.	128
133.5	3.27	Know of facilities where you can participate in or observe athletic activity.	105
133.5	3.27	According to your values, know how to locate, select and appreciate musical and theatrical performances.	125
135.0	3.29	Be familiar with catalogue and coupon buying.	141
136.0	3.38	Understand the purposes and methods of buying and using Food Stamps.	94
137.0	3.46	Be an informed spectator in at least one sport.	41
138.0	3.52	Be familiar with facilities where you can see different kinds of art displayed.	113

EXHIBIT 9

Los Angeles Unified School District

DIVISION OF CAREER AND CONTINUING EDUCATION
MARENGO CENTER, ROOM 103
1200 CORNWELL STREET, LOS ANGELES, CALIFORNIA 90033
TELEPHONE: (213) 625-6471

DR. WILLIAM J. JOHNSTON
Superintendent of Schools

ABRAM FRIEDMAN
Assistant Superintendent
Division of Career and Continuing Education

Dear

The Life Skills for Job Success Project staff thanks you for your aid in determining life skills most relevant to the world of work. Your opinions are now being utilized to develop and test life skills curriculum for occupational students.

We value your participation in this initial stage of the project and look forward to further communication with you as the competency achievement packets are developed, tested and evaluated.

Sincerely,

Rosemary G. Dawson

Rosemary G. Dawson, Director
CBE-Life Skills for Job Success

Irene Sheiner
Eric Parks
Carl Sewell
Arna Munford

RGD:ev

EXHIBIT 10

Los Angeles Unified School District
Division of Career and Continuing Education
LIFE SKILLS FOR JOB SUCCESS PROJECT

Competency Achievement Packet
Teacher Evaluation Form

Title of CAP ____

School Name ____

Check One:
Learning Center Teacher ________
Vocational Teacher ________
Other ______________ ________
(specify)

Section I: Critique of Internal Information

A. Please rate each of the following on a 5 point scale (1 is low; 5 is high) after inspecting the CAP.

1. Competency Statement	1	2	3	4	5
2. Objectives	1	2	3	4	5
3. Rationale: "Why This Is Important to You"	1	2	3	4	5
4. Content	1	2	3	4	5
5. Learning Activities	1	2	3	4	5
6. Assessments	1	2	3	4	5
7. Format	1	2	3	4	5

B. For any item in Section I-A above which you rated 1,2 or 3, please describe the specific limitation.

Item Limitation

____

____

____

____

____

____

Section II: Assessment of the Effects of the CAP on Student Behavior

A. Please rate each of the following on a 5 point scale (1 is low; 5 is high) on the basis of your observations of students who have completed this CAP.

1. Competency achievement	1	2	3	4	5
2. Attitude toward the Learning Activities	1	2	3	4	5
3. Progress in Learning Activities	1	2	3	4	5
4. Attitude toward the topic of the CAP	1	2	3	4	5
5. Attitude toward the assessments	1	2	3	4	5

B. For any item in Section II-A which you rated 1, 2 or 3, please describe the specific limitations.

Item **Limitation**

Section III: Assessment of the Reactions of Teachers

A. Please rate each of the following on a 5 point scale (1 is low; 5 is high)

1. Attitude toward topic of CAP	1	2	3	4	5
2. Attitude toward CAP in general	1	2	3	4	5
3. Ease of assessing students	1	2	3	4	5
4. Ease of conducting Learning Activities	1	2	3	4	5

B. For any item in Section III-A which you rated 1, 2 or 3, please describe the specific limitations.

Item **Limitation**

Section IV

A. Learning Activities

1. Which Learning Activities were most effective?

2. Which Learning Activities were least effective?

3. Which Learning Activities were used most often?

4. Which Learning Activities were used least often?

5. Which Learning Activities were easiest for you to manage?

6. Which Learning Activities were most difficult for you to manage?

7. Do you know of other Learning Activities or resources which might be included in this CAP? (If so, tell your Project Liaison about them.)

B. Implementation Concerns

1. Did you have all of the materials and equipment you needed? If not, what was needed that you didn't have?

2. To what extent were you able to incorporate this CAP into the existing course(s)?

ion V

A. Assessments

1. Which pre/post tests were the most effective?

2. Which pre/post tests were the least effective?

3. Which pre/post tests were easiest for you to manage?

4. Which pre/post tests were most difficult for you to manage?

B. Activities Record Page and Assessment Checklist

1. How easy or difficult was it for you to prescribe learning activities based upon the diagnosis from the pretest?

2. Were the mechanics of completing the Assessment Checklist and Learning Activities Record Page simple? What suggestions can you make to improve either?

C. Miscellaneous

1. What, if any, unanticipated outcomes resulted from this CAP?

2. Other comments, suggestions, etc.

EXHIBIT 11

Los Angeles Unified School District
Division of Career and Continuing Education

Life Skills for Job Success

Competency Achievement Packet
Learner Evaluation Form

Title of CAP____

School Name_______________________Vocational Class_______________

Did you complete the CAP in the (check one)

____learning center?

____classroom?

____counseling center?

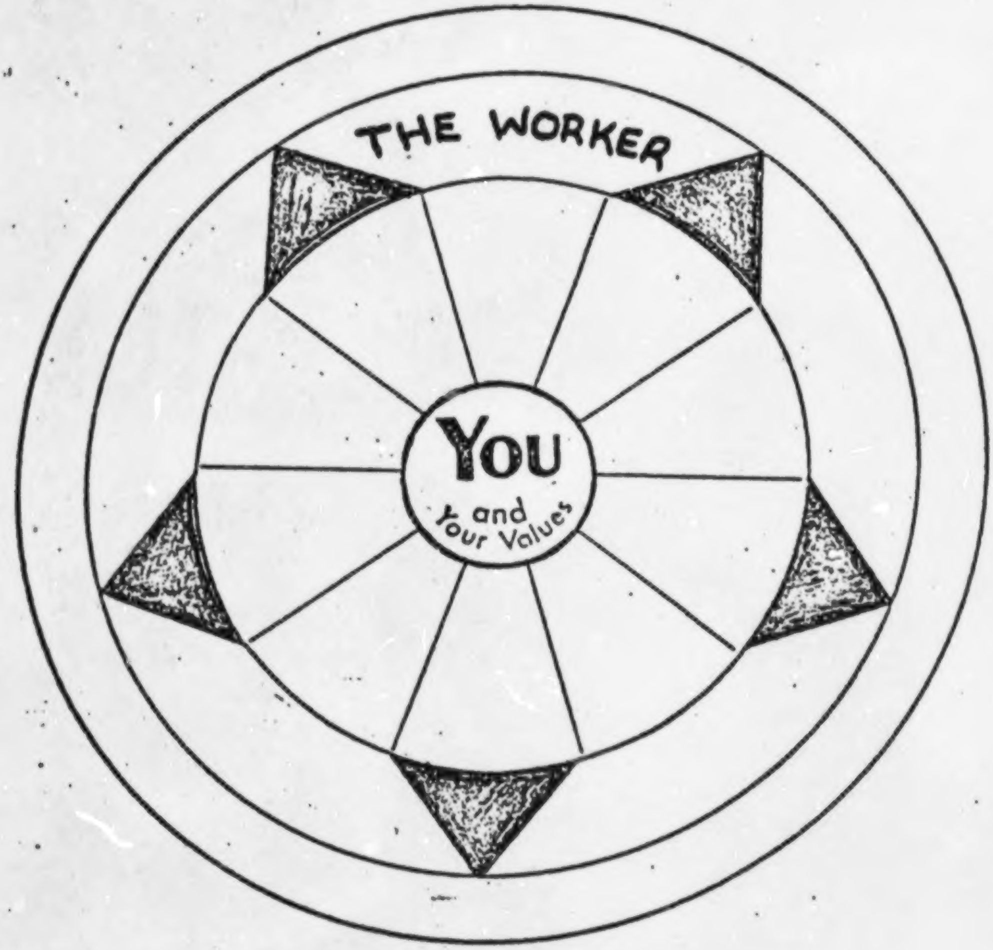
1. How many hours did it take you to complete this CAP?_______________
2. Briefly describe how you feel about this CAP?____________________
3. What did you like MOST about this CAP?_________________________
4. What did you like LEAST about this CAP?________________________
5. How useful will what you have learned be to you in the working world?__
6. What suggestions do you have for improving this CAP?_______________

PILOT TEST VERSION

EXHIBIT 12

3/78

CAP :: COMPETENCY ACHIEVEMENT PACKET


THE WORKER
YOU
and
Your Values

Competency :: JOB INTERVIEWS

UNDERSTAND EFFECTIVE EMPLOYMENT
INTERVIEW BEHAVIOR

106

LOS ANGELES UNIFIED SCHOOL DISTRICT — DIVISION OF CAREER AND CONTINUING EDUCATION

LIFE SKILLS FOR JOB SUCCESS PROJECT

PROJECT STAFF

ROSEMARY DAWSON, DIRECTOR

LEWIS KOHLER

ARNA MUNFORD

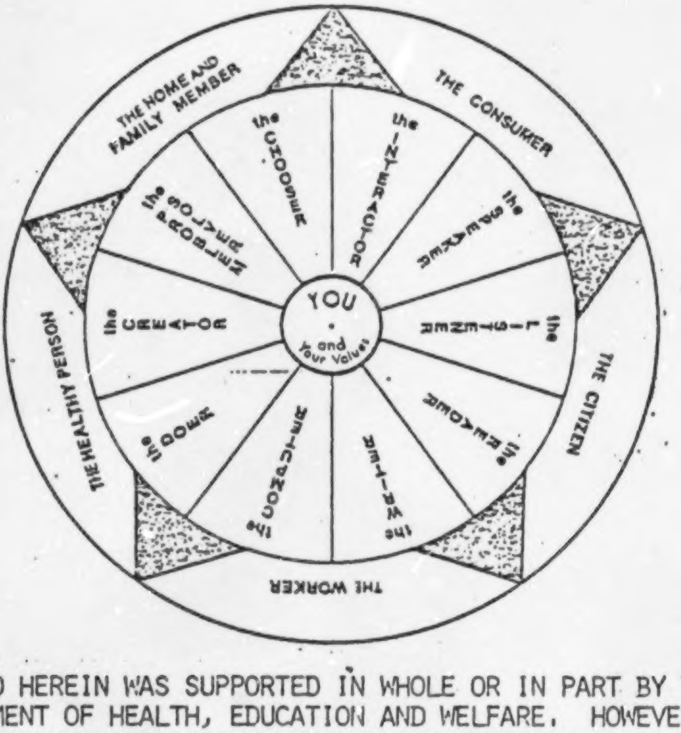
ERIC PARKS*

CARL SEWELL

IRENE SHEINER

* AUTHOR OF THIS CAP

PROJECT LOCATION: MARENGO CENTER, ROOM 104
1200 CORNWELL ST., LOS ANGELES, CA 90033
TELEPHONE: (213) 625-6858


THE HOME AND FAMILY MEMBER
THE CONSUMER
THE CITIZEN
THE WORKER
THE HEALTHY PERSON
the CHOOSER
the INTERACTOR
the SPEAKER
the LISTENER
the READER
the WRITER
the COMPUTER
the DOER
the CREATOR
the PROBLEM SOLVER
YOU and Your Values

THE WORK PRESENTED HEREIN WAS SUPPORTED IN WHOLE OR IN PART BY THE U.S. OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION AND WELFARE. HOWEVER, THE OPINIONS EXPRESSED HEREIN DO NOT NECESSARILY REFLECT THE POSITION OR POLICY OF THE U.S. OFFICE OF EDUCATION, AND NO OFFICIAL ENDORSEMENT BY THE U.S. OFFICE OF EDUCATION SHOULD BE INFERRED.

THIS PROJECT IS A JOINT ENDEAVOR OF THE U.S. OFFICE OF EDUCATION (P.L. 88-210) AND THE LOS ANGELES UNIFIED SCHOOL DISTRICT, DIVISION OF CAREER AND CONTINUING EDUCATION.

CAP:

JOB INTERVIEWS

COMPETENCY:

UNDERSTAND EFFECTIVE EMPLOYMENT INTERVIEW BEHAVIOR

WHY THIS IS IMPORTANT TO YOU

If you have a job right now, this is important to you because someday you may be looking for another job. If you are looking for a job, this CAP is important to you because it will help you get a job. So whether you are employed or looking for employment, you need skills in the final and most important step in getting the job you want. This is the JOB INTERVIEW. This short 15 to 20 minute talk between you and an interviewer can be the difference between getting a job or looking for another. The job interview is the coming together of all your experiences and training. It is the last hurdle before getting a job offer. This CAP will give you important tips on dress and preparation. In addition, it will provide you the opportunity to experience and practice real job interview situations as well as prepare follow-up notes. In short, this CAP will help you get the job you want !!!

OBJECTIVES

I. PREPARE FOR JOB INTERVIEW: SELECT AND PREPARE CLOTHING; IDENTIFY GOOD PHYSICAL APPEARANCE; COLLECT ALL NECESSARY INFORMATION; PRACTICE INTERVIEW SKILLS.

II. DEMONSTRATE EFFECTIVE INTERVIEW BEHAVIOR BY HAVING GOOD MANNERS, ATTITUDES AND PREPARATION.

III. WRITE INTERVIEW FOLLOW-UP NOTES

SUGGESTED PRECEDING CAPs

Applying for a Job

RELATED CAPs

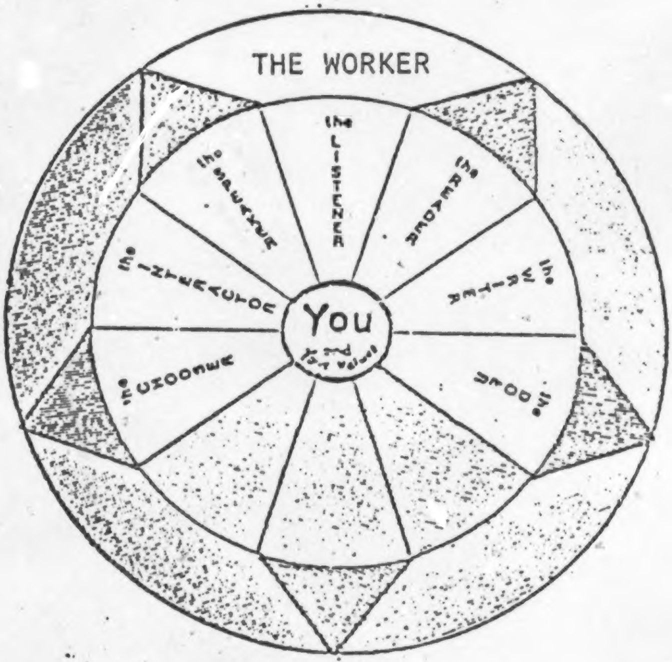
Sources of Employment Information

Employment Agencies

Personal Hygiene

GETTING STARTED

1. See the instructor to take the pretest for Objective 1. If you are already competent, you will go right on to the next objective. If you need work, the instructor will discuss with you the activities which will help you to achieve competence.
2. Do the same thing for each of the next objectives.


THE WORKER
the SPEAKER
the LISTENER
the READER
the INTERACTOR
the WRITER
You
and your values
the CHOOSER
the DOER

FOR THIS CAP YOU WILL BE A:

READER, SPEAKER, WRITER, LISTENER, CHOOSER, INTERACTOR, DOER, PROBLEM SOLVER

GET HANDOUT # 1

LEARNER ________________

INSTRUCTOR DO NOT WRITE ________________

SCHOOL ON THIS PAGE ________________

CAP :: Record Page

THE JOB INTERVIEW

OBJECTIVE 1 - PREPARE FOR JOB INTERVIEW

(insert dates in appropriate boxes)

A. Pre-Assessment

competent ☐ (go on to next objective)

needs work ☐ (do activities checked below)

B. Learning Activities:

		Page	Date Completed
___1.	Hidden Words (Handout #2)	9	______
___2.	Mixed-up Letters	10	______
___3.	Read, Do and Review: Preparing for a Job Interview	11	______
___4.	Preparing for the Job Interview (filmstrip, cassette)	21	______
___5.	Making Your Own Kit	24	______
___6.	Gathering Information by Phone	29	______

C. Post Assessment

competent ☐ (go on to next objective)

needs work ☐ (needed activities from B listed below)

____

____

____

____

(if needed)

Retest Assessment

competent ☐ (go on to next objective)

☐

OBJECTIVE II - DEMONSTRATE EFFECTIVE INTERVIEW BEHAVIOR
(insert dates in appropriate boxes)

DO NOT WRITE ON THIS PAGE

A. Pre-Assessment

competent ☐ (go on to next objective)

needs work ☐ (do activities checked below)

B. Learning Activities:

			Page	Date Completed
____	1.	Vocabulary and Crossword Puzzle (handout #3)	32	________
____	2.	How do you feel about going on a job interview? (audio tape)	33	________
____	3.	Read, Do and Review: Effective Interview Behavior	34	________
____	4.	Answering Questions on the interview (handout #4)	45	________
____	5.	Identify Effective Interview Behavior	54	________
____	6.	Rate Effective (handout #5)	56	________
____	7.	Demonstrate Effective Interview Behavior (individualized-handout #5 and #6)	59	________
____	8.	Demonstrate Effective Interview Behavior (group activity-handout #5 and #6)	71	________

C. Post Assessment

competent ☐ (go on to next objective)

needs work ☐ (needed activities from B listed below)

____

____

____

____

(if needed)

Retest Assessment

competent ☐ (go on to next objective)

needs work ☐

OBJECTIVE III - WRITE FOLLOW-UP INTERVIEW NOTE
(insert dates in appropriate boxes)

DO NOT WRITE ON THIS PAGE

A. Pre-Assessment

competent	☐	(go on to next objective)
needs work	☐	(do activities checked below)

B. Learning Activities	Page	Date Completed
___1. Read for Information: Follow-up Notes	75	________
___2. Write a follow-up letter	77	________

C. Post Assessment

competent	☐	(if competent in this and the other objectives, the CAP is completed)
needs work needs work	☐	(needed activities from B listed below)

____

____

____

____

(if needed)

Retest Assessment

competent	☐	(go on to another CAP)
needs work needs work	☐	

____ Putting it to Use

CAP ::

INTERVIEWING

OBJECTIVE

1

PREPARATION FOR THE JOB INTERVIEW

Prepare for the job interview: select and prepare clothing; identify good physical appearance; collect all necessary information and practice interview skills.

INTRODUCTION

What is a job interview and how will it affect your getting the job you want? A job interview is a discussion or talk between two or more people. You, the person seeking a job, talk with the employer or interviewer who is seeking an employee.

Interviews usually take place in the office of the employer. Sometimes, however, they will occur right where the employee works, such as in a factory or shop or in an employment office.

During the interview, the employer asks you questions concerning your experiences, training and interests. You may also ask questions; however, generally the employer asks most of the questions in an interview.

Based on your talk, your resume and your application, the employer will decide whether to hire you. Employers are very careful in filling positions. They want the most qualified person. This means you must be prepared!!!

OBJECTIVE

1

GET INTERVIEWS-Handout #2

ACTIVITY

1

DO NOT WRITE ON THIS PAGE

VOCABULARY AND TERMS

(HIDDEN WORDS)

RECOMMENDATION
APPLICATION
APPEARANCE
REFERENCE
INTERVIEW
LICENSE
CERTIFICATE
PREPARATION
TRANSPORTATION
KIT
PRACTICE
EMPLOYER

CAN YOU FIND THE HIDDEN VOCABULARY WORDS? THE WORDS MAY BE ACROSS, UP, DOWN, OR SLANTED. DRAW A CIRCLE AROUND THE WORDS AS IN THE SAMPLE SHOWN.

P	R	A	C	T	I	C	E	R	S	U	W	F	O	L
L	I	E	M	P	L	O	Y	E	R	A	Y	L	E	Q
W	N	Y	C	E	R	T	I	F	I	C	A	T	E	U
X	T	T	F	O	I	L	I	E	E	N	S	S	E	S
T	E	P	X	S	M	L	B	R	C	W	O	I	K	L
D	R	Q	R	P	I	M	W	E	F	E	N	L	Q	A
O	V	T	R	R	E	F	E	R	E	N	C	E	Z	Y
C	I	N	N	G	F	O	M	N	R	S	L	B	Y	E
U	E	C	E	D	E	H	I	D	D	R	S	U	I	I
M	W	E	F	A	P	P	L	I	C	A	T	I	O	N
E	W	S	P	P	R	E	P	A	R	A	T	I	O	N
N	A	P	P	E	A	R	A	N	C	E	K	I	T	N
T	T	R	A	N	S	P	O	R	T	A	T	I	O	N
S	K	I	K	L	I	P	L	A	W	C	L	S	U	W

OBJECTIVE

1

ACTIVITY

2

MIXED-UP LETTERS

WITHOUT LOOKING AT THE VOCABULARY LIST IN ACTIVITY 1, TRY TO CORRECTLY SPELL EACH WORD.

1. I asked my teacher for a EMROOMEDNAINCT.
2. I completed an TLAOPAINCIP form.
3. My WVTINREEI is set for 10:30 A.M.
4. I put a Xerox copy of my CEEEEFRN in my notebook.
5. I took my NICSELE and my CFTIECTIAER with me to the job interview.
6. You must ERAPPER for the job interview.
7. Planning for your NTORINSTPAOTRA to the job interview will keep you from being late.
8. A social security card, automobile license, union membership card are all CONEMUDST that you may be required to have during a job interview.

OBJECTIVE

1

ACTIVITY

3

READ, DO AND REVIEW: PREPARING FOR A JOB INTERVIEW

IN THIS ACTIVITY YOU WILL BE ASKED TO READ INFORMATION. EVERY SO OFTEN YOU WILL ANSWER SOME QUESTIONS ON WHAT YOU HAVE JUST READ. BE SURE TO ANSWER THESE QUESTIONS. THEN CHECK YOUR ANSWERS. THE ANSWERS CAN BE FOUND AT THE END OF THE ACTIVITY. IF YOU INCORRECTLY ANSWER ANY QUESTIONS, BE SURE YOU UNDERSTAND THE CORRECT ANSWERS BEFORE GOING ON.

DO NOT WRITE IN THIS CAP UNLESS YOU ARE TOLD TO DO SO. USE A SEPARATE PIECE OF PAPER TO RECORD YOUR ANSWERS. IF YOU NEED ANY HELP, ASK YOUR INSTRUCTOR.

"YOU FEEL AS GOOD AS YOU LOOK"

Do you recall when you wore clothes that fit just right? Your hair was nicely styled, and you had showered and felt clean? How did you feel? Good, I bet! The same is true in preparing for your job interview. The proper clothing and a good physical appearance can do a lot for your confidence, as well as impress the employer.

The general rule of thumb is that the clothing you select must be:

- clean
- ironed
- well-fitting
- one step nicer than you would wear on the job.

There are no exceptions to the rule when it comes to the first three points. Your clothes should always be clean, ironed and well fitting. However, when it comes to the type of clothes you wear, i.e. one step nicer, there are several exceptions. First, if you are interviewing for a position in which you may be hired on the spot, work clothes would be most proper. If you are interviewing for a job in which special clothing is most commonly worn, such as a nurse's uniform or shop coat, you may wear the uniform or coat on the interview. Many people feel this will make it easier for the interviewer to picture you on the job.

Selecting foot wear is also something that you must consider. Regardless of style, shoes should always be in good condition. No run down heels or scuffed up toes. Select shoes like you would select other clothing, i.e., one step nicer than you would wear on the job. This means that sandals, tennis shoes, and work boots are generally a "no,no." Style is also an important consideration for women. Most of the experts feel that a conservative medium heel or lower heel is best. The very high-heeled styles should not be worn.

When selecting shoes as well as other clothing, comfort is also important. I'll never forget the time I bought a new pair of black shoes while preparing for a job interview. Unfortunately, the shoes were tight and not broken in. Every time I looked at myself in the mirror, I looked fine but felt really uncomfortable. Finally, I took out an old pair of shoes and cleaned them up the best I could and wore those. The moral to this story is that you do not necessarily have to go out and buy new clothing for your interview. Sometimes the best, most comfortable outfits can be found in your closet. Older clothing in good condition is like an old friend. You know what to expect and feel very comfortable with it.

When in doubt as to what to wear, think of the following: What do most people wear on the job? Are the clothes and shoes selected a little nicer than what most people wear? Does my clothing just feel comfortable on me?

Your physical appearance also plays a role in how the employer views you and how you feel about yourself. Here are some things you'll want to remember concerning your appearance, First, your body should be clean. This includes showering, washing and combing your hair, and brushing your teeth. Your appearance should be neat and trim. This means for men, your hair should be recently cut or styled and a reasonable length. Facial hair should be cleanly shaven, with beards or moustaches neatly trimmed. Women should wear make up sparingly. Try not to use too much. Finger nails for both men and women should be clean and at a reasonable length.

Regardless of the situation, it's important to remember that the first impression an employer gets concerns your dress and physical appearance. You're going to be more likely to get the job if you look good. In addition, when you look good, you'll feel good and interview with more confidence.

REVIEW CHECK POINT:

Answer the following questions on a separate sheet of paper. After completing the questions, check at the end of Activity for Answers. If you get them correct , go on. If you miss one or more, be sure you understand the correct answers before continuing. Anytime you need help, be sure to ask your instructor. DO NOT WRITE IN THIS CAP.

1. Select the one(s) that apply:

When selecting clothing you want to wear to a job interview, select and prepare clothing that is:

_______A. always nicer than work clothes

_______B. ironed

_______C. same as work clothes

_______D. one step nicer than work clothes with few exceptions

_______E. clean

_______F. the latest styles

_______G. well fitting

_______H. the same as on the job if special clothing, such as shop coat or nurses uniform, is usually worn.

2. Select the correct letter:

If you wear clothing on a job interview that looks good and feels good, you will most likely:

A. be more confident

B. impress the employer

C. get the job for sure

D. A and B

3. Select the one(s) that apply:

When preparing for the job interview, you should:

_______A. If you're a man, cut your hair in a flat top. This shows you are very conservative.
_______B. Shower and wash hair.
_______C. Brush teeth only if breath smells bad.
_______D. If you're a woman; wear lots of make up.
_______E. If you're a man, shave facial hair or neatly trim beard.
_______F. Cut finger nails to a reasonable length and make sure they are clean.

"The World Belongs to Those Who Do Their Homework"(J.Finn 1968)

"Always Be Prepared" (Cub Scout Manual)

The meaning of the above statements is obvious. If you do your homework or prepare thoroughly for a job interview, you will increase your chances of getting a job offer. Therefore, the first step before going on a job interview is to

4. ____.

(WRITE THE WORDS THAT GO IN THE SPACES ON A SEPARATE SHEET OF PAPER)

Getting ready for the job interview involves gathering all the factual information you'll need. This includes:

Personal Information such as:

- home address, phone number
- social security number
- birthdate

Work Information such as:

- the names and addresses of past employers
- job titles (your title)
- dates employed
- rate of pay
- reason you left

Training and Education Information such as:

- occupational center or programs, skills centers, high school or community college
- addresses of the educational centers
- certificates or degrees earned
- dates of attendance
- your best school subjects

Your Hobbies and Interests Information:

- these can be important especially if they closely relate to your training

and Reference Information:

- full name of person
- full address
- phone number
- it's a good idea to get these references ahead of time

This is a very brief review of important factual information you will need to prepare for a job interview. A much more complete review of this is provided in the Applying For A Job CAP. You may wish to review this CAP before going on if you have not completed it.

In addition to factual information, gather together important documents such as:

- driver's license
- health certificate
- work permits
- proof of age
- green card (alien registration)
- union cards
- certification

You may be requested to present these to the employers.

Last but not least, you must remember to take a pen with you on your interview. Your own pen is very important. If you forget your pen, you never know what type or kind of pen the employer may lend you to use. You could end up with a pen that doesn't work properly or a flair tip type that has a wide line and is very difficult to keep within the spaces on the application. One of the important tools job applicants must take with them is a pen.

"I Only Believe What I See"

An additional type of preparation involves the making of a kit. A kit is a notebook or folder that contains examples of what you have done, letters of recommendation and certificates. This can be a valuable aid in getting a job. It demonstrates that you really have put some time and thought into your job preparation. If you have a limited English-speaking ability, your kit, to a degree, can speak for you. If you have a past arrest record or illness, the kit can help focus attention on your skills, not on past problem areas. What specifically might you want to place in your kit?

1. a list of things you have learned to do or can do.
2. examples or snap shots of your work.
3. letters of references (xerox copies)
4. certificates (xerox copies)

It takes considerable time to develop a kit. If the job market is competitive or if you have some language difficulties, a kit will help you get the job you want. More detailed guidelines are presented in Activity 6.

"The Warm Up"

An athlete before a sports event will often perform warm up exercises to prepare for the competition. These exercises help an athlete relax and concentrate for top performance. You also must "warm up" to do your best on a job interview, especially if you will be required to demonstrate your skills or take a test. If you must take a typing test, for example, practice any special techniques before the interview. Review any specialized skills you may be asked to demonstrate. If you will be required to take a math or English test, review and practice your math and English skills. Getting a job is very similar to winning a sports event. Like the athlete, you will be competing against people with considerable skills and talents. It is your job to practice your skills so you will give your best performance.

REVIEW CHECK POINT:

Write the letters of the correct statements on another piece of paper.

5. before going on an interview, you should gather the following important information:

   A. ages of your children and their birthdates
   B. social security number
   C. address, name and title of past employers
   D. credit rating
   E. list of all training and educational experiences
   F. name, address and phone number of all references
   G. name of your high school principal
   H. hobbies and any related interests
   I. home address and phone number

6. Before going on an interview, you should gather the following important materials and documents:

   A. driver's license
   B. proof of purchase of your car or home
   C. divorce papers (if divorced)
   D. work permits
   E. union card
   F. health certificate
   G. marriage certificate
   H. Alien Registration card
   I. your own pen

7. A kit is valuable on an interview because:

   A. it shows examples of what you have done.
   B. if your English is not good, it may speak for you. for you.
   C. it is very easy and takes very little time to make.
   D. A and C
   E. A and B

8. Select the word that completes the sentence:

   Warm-up exercises are to an athlete, as practice and review are to a:

   A. policeman
   B. teacher
   C. interviewer
   D. job applicant
   E. student

"KNOW YOUR EMPLOYER"

Perhaps one of the most important aspects of getting a job is gathering accurate information about your employer. What information might be considered very important in setting up an interview and making a good impression? Select the information you would want to have before going on a job interview from the list which follows:

9. A. name of employer (company name)
   B. day, time, place of interview
   C. if you called and set up an interview by phone, the name of the person you talked to on the phone, especially if this is not the person who will interview you.
   D. the name of the person interviewing you.
   E. how to pronounce the name of the person interviewing you.
   F. tests to be taken or if test is required.
   G. special certificates required, such as welding, etc.

You should have selected all of the above. When preparing to go on an interview, you must gather some important information: 1) the day, time and place of the interview; 2) the name and how to pronounce the name of the person interviewing you and 3) any tests or certificates you might be required to present. Why is it also important to know the name of the person you talked with on the phone in setting up the interview? This is because:

10. A. if any changes in your appointment and interview are required, you will know whom to call to make the changes.
    B. you'll know someone who works at the company.

You may wish to gather more information concerning the employer. This information can help you in the interview.

- What does the firm or company do?
- How old is the company?
- How do the prospects for the future look?
- Who are the competitors?
- What kind of jobs do they have that you could do?

The more you know about the company, the easier it becomes to second-guess what they will be looking for in a new employee.

Often you will set up your interview by phone. Let's look at a phone conversation and see if you can identify all the information gathered.

EMPLOYER: Hello, Craven Convalescent Hospital.

YOU: Please tell me if you still have a job opening as a nurse's aid?

EMPLOYER: Yes, we do.

YOU: Well, I would like to interview for the position. When may I set an interview time?

EMPLOYER: How does Tuesday at 10:30 sound?

YOU: Is that this Tuesday the 13th?

EMPLOYER: Yes.

YOU: Excellent! Whom will I be interviewing with?

EMPLOYER: Mrs. Johnson-Binghamtoncline, the head nurse.

YOU: How do you spell and pronounce her name?

EMPLOYER: J O H N S O N-B I N G H A M T O N C L I N E

YOU: Whom am I talking with now?

EMPLOYER: Mr. Kramer.

YOU: Thank you, Mr. Kramer. I will see Mrs. Johnson-Binghamtoncline on the 13th at 10:30.

EMPLOYER: Fine, Good-bye.

YOU: Well let's see, did I collect all the information I need?

Reread the conversation between the EMPLOYER and YOU. List all information gathered and list information that was left out. (USE ANOTHER PIECE OF PAPER) Check your answers with the ones at the end of the Activity.

The person seeking employment left out some very important information. He/she assumed that the interview was going to be at the Convalescent Hospital. This may not be the case. It could be through a branch location or at the personnel offices. The gathering of accurate information concerning your employment interview and, when possible, information about the company will help you put your best foot forward.

"If Anything Can Go Wrong, It Will Go Wrong"

Employers report that one of the reasons people fail to get hired is that they come late for the job interview. Keep in mind that if it is possible to get lost, when it is most important that you don't, you probably will. If it is possible for your car to give you trouble, it will always act up when it's most important that it run properly. If anything can go wrong, it will!!! Preplanning can combat this to a large degree. Before going on a job interview, use a map to locate the exact location and way to get to the interview. Check your car for gas. If you are using public transportation, check bus schedules. Give yourself a reasonable amount of time to get there. If you are really nervous, take a test run to and from the interview to see just how long it really will take. Nothing is worse than to arrive late or barely on time. You worry the whole time that you are going to be late. Give some thought and time to getting to the interview on time. It is possible to combat the chance that something will go wrong. However, if something should go wrong and you will be late or can't make the interview, be sure to call and change or cancel the interview time with as much warning as you can give. Even employers realize that things can and do go wrong.

"Getting That Job You Really Want"

Getting the job you want is a result of opportunity plus preparation. Opportunities may arise every day. If you are not properly prepared for the job interview, you have a much greater chance of NOT getting the job. Being prepared for a job interview means: 1) selecting and wearing the proper clothing, 2) gathering important documents and information, 3) developing a kit (if needed) 4) practicing skills, 5) arranging for an interview, 6) gathering information on the employer and 7) arranging for transportation. The purpose of preparing before going on a job interview is to increase your chances of being offered the job.

REVIEW CHECK POINT:

USE A SEPARATE SHEET OF PAPER - WRITE TRUE OR FALSE FOR EACH STATEMENT.

11. All of the following information is important to gather: Name of the company you will interview with, name of employer, tests to be taken, whom you talked with on the phone, interview time and date.

12. The more you know about a company, the more difficult it becomes to know what they are looking for in a new employee.

13. When driving to an interview, it seems that if something can go wrong it always will.

14. You increase your chances of getting a job by being prepared.

15. Planning for your transportation ahead of time by using maps or bus schedules helps you get to the interview on time.

16. It is not important to call if you will be late to an interview since the fact that you are late is obvious.

OBJECTIVE

1

ACTIVITY

4

PREPARING FOR THE JOB INTERVIEW

IN THIS ACTIVITY YOU WILL LISTEN TO AND VIEW A FILMSTRIP AND TAPE CALLED, PREPARING FOR THE JOB INTERVIEW. LISTEN AND WATCH VERY CAREFULLY SINCE THE PROGRAM MOVES QUICKLY. AFTER VIEWING AND LISTENING TAKE THE REVIEW TEST. THEN CHECK YOUR ANSWERS WITH THE KEY. IF YOU MISS MORE THAN TWO QUESTIONS, VIEW THE PROGRAM AGAIN BEFORE GOING ON TO THE NEXT ACTIVITY.

OBJECTIVE

1

ACTIVITY

4

"PREPARING FOR THE JOB INTERVIEW"

REVIEW TEST *

WRITE YOUR ANSWERS ON A SEPARATE SHEET OF PAPER

1. The film says that an interviewer looks for which of the following in new employees?

    A. Someone with a sense of humor and a funny personality.

    B. Someone who is of value to him.

    C. A quick learner.

    D. A tall person with dark hair.

    E. A reliable worker.

    F. A good dresser.

    G. Someone who will stick to the job.

2. Even if you have not had a job, you have had a lifetime of experience. The film talks about which of the following ways to evaluate yourself?

    A. Look in a mirror and ask it what you see.

    B. Put yourself down on paper.

    C. List strong points and weak points.

    D. Prepare personal history.

    E. Find out what other people say about you.

    F. Put down your experiences.

---

* A special thanks to West Valley Occupational Center for materials from which this Review sheet was made. The wheel was not reinvented

3. It's good to mention a future goal in an interview, but you should also mention an ________________________ you can fulfill for the employer.

4. If you've had a bad experience, you should ____________
____

MARK DO OR DON'T FOR EACH OF THE FOLLOWING ITEMS CONCERNING INTERVIEWS:

5. ______ Bring a friend for moral support.

6. ______ If you need to be late, apologize politely, as this often happens.

7. ______ Make the most of the trip by arranging to go shopping or take care of business while you're in the area. This will impress your interviewer with your efficiency.

8. ______ Show your interviewer you are willing to try by telling him you can do anything.

9. ______ Fill out your application neatly, with no misspelled words, even if you have to take notes along with you.

10. ______ Dress simply.

11. ______ Ask questions.

12. ______ Be natural but not too casual.

13. ______ Take any job you can get because it will give you experience.

14. ______ Angle your answers to the interviewer's questions toward needs.

15. ______ Know what you can do well.

16. ______ Tell the interviewer your weak points.

17. ______ Tell the interviewer whatever he wants to hear. You can learn what he needs to have you proficient in later.

OBJECTIVE

1

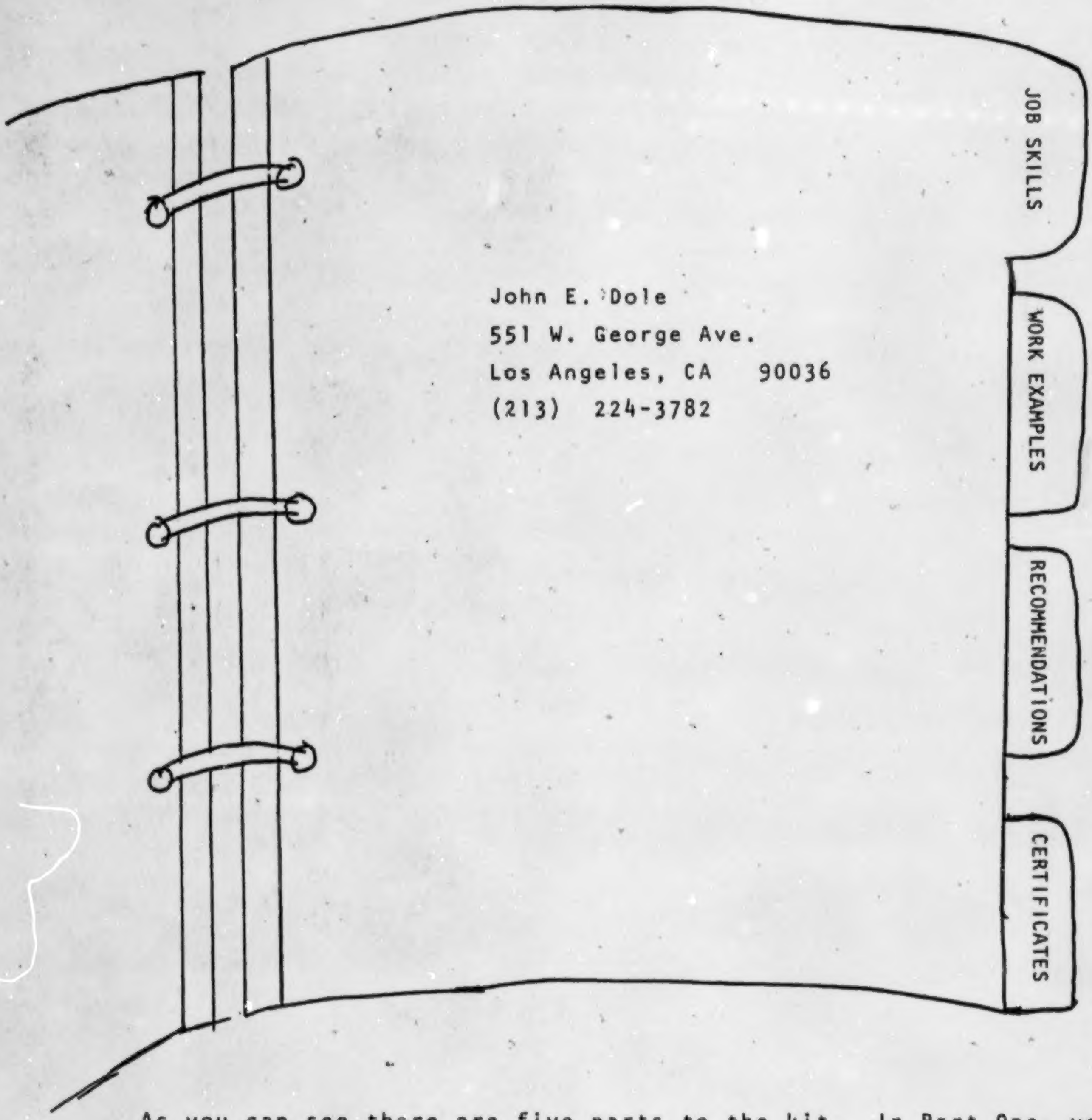
ACTIVITY

5

MAKING YOUR OWN KIT

IN THIS ACTIVITY YOU WILL BE GIVEN THE OPPORTUNITY TO PUT TOGETHER A KIT TO TAKE WITH YOU ON THE JOB INTERVIEW. READ THE INSTRUCTIONS AS OUTLINED ON THE FOLLOWING PAGES. BEFORE BEGINNING YOU WILL NEED TO GATHER THE FOLLOWING MATERIALS AND EQUIPMENT:

- A NOTEBOOK OR BINDER (MUST BE NEW OR NEAR NEW)
- PAGE DIVIDERS
- HOLE PUNCH
- SCOTCH TAPE
- SCISSORS


JOB SKILLS
John E. Dole
551 W. George Ave.
Los Angeles, CA 90036
(213) 224-3782
WORK EXAMPLES
RECOMMENDATIONS
CERTIFICATES

As you can see there are five parts to the kit. In Part One, you list your job skills acquired in training or work experience. In Part Two, examples of your work are presented. In Part Three include letters of recommendation. Part Four contains any diplomas or certificates of achievement.

PART ONE - JOB SKILLS:

In Part One you list all the things you can do as a result of your work experience or job training. This is a lot like a resume in which work-related skills are listed.

OBJECTIVE

1

•

ACTIVITY

5

MAKING YOUR OWN KIT

Let's take a look at an example:

ALFRED E. CLIDE

JOB OBJECTIVE:

Career opportunity in automotive service with a specialization as a brakeman.

DEMONSTRATED ABILITY TO:

- Read and understand manuals and technical publications
- Write work orders and order parts
- Understand theory and principles of standard and power assisted hydraulic brake system and disc type brakes
- Demonstrate knowledge of brake system component parts and functions
- Remove, repair and replace all brake system parts
- Identify causes of common brake system problems and corrective measures
- Use hand tools and power equipment
- Cut and weld light metals
- Road test repaired vehicles
- Understand and practice automotive safety procedures

In this example, your name is capitalized and placed at the top of the page. Next, your job objective is clearly stated. Last and most importantly, your job related skills are listed. In this part you need to make up a list of job-related skills you can do. Here are some sources for making up your list of job related skills.

- Textbooks required in any training classes. Each topic is usually a skill that you have learned.
- Course outlines your teachers may have given you.
- Your resume or job history is also a good source.

Make your list as complete as possible. You will be surprised at just how much you have learned in your training or work experiences.

PART TWO - EXAMPLES OF YOUR WORK:

In this part place examples of your best work. These might include:

For the Business Professions	- various business leters and styles - technical typing such as tables or charts - reports or memos
For the Graphic Artist	- technical drawings - various examples of work - brochures
For the Printer	- flyers - business cards - letter head and envelopes - multi-color printing
For the Landscape Gardener	- before and after photographs of a landscape
For the Welder	- pictures of specialized welding or difficult welding

As you can see, in most cases you put things that can easily fit into the notebook format. However, it's been said that "a picture is worth a thousand words," so if your work examples are too large or heavy to fit into this very small space, a picture will do very well. Whether you place pictures or real examples into your kit, always make sure they are neatly placed. When using pictures, always mount them on a heavy piece of paper, such as construction paper. If you use a light piece of paper, it will fold over.

PART THREE - LETTERS OF REFERENCE AND RECOMMENDATION:

Now you might ask, "What's the advantage of getting copies of letters of recommendation before the interview?" "Who are good people to ask for them?"

There are several advantages to getting your recommendations ahead of time. They show that you are well prepared. The interviewer can see them right away. You also know what the person has to say about you. If you have your letters of recommendation right there, you will be in a better position to impress the employer than the person who does not. In addition, it saves the employer the trouble of sending or calling for them.

Who do you ask for letters of recommendation? Well, teachers you have worked with and past employers are the best sources. When asking for letters of recommendation keep in mind the following: Some people are afraid to ask for a letter of recommendation from an employer who laid them off or fired them. You will probably be suprised at how many really good letters of recommendation you may get from employers even if you were fired. If you should get a poor letter, then just don't use it. If a person agrees to write you a letter of recommendation, be sure to send him/her a little thank you card as soon as you receive the letter. Thank you cards are available from most drug stores or department stores and usually don't cost very much.

Last, but not least, never place your original copies in your kit. Place only XEROX copies. This allows you to offer the employer copies without giving away your original.

PART FOUR-CERTIFICATES AND DIPLOMAS:

In this section, place XEROX copies of any certificates or diplomas you may have earned.

PUTTING IT ALL TOGETHER:

Arrange each section neatly. Use dividers for each section. Label each clearly so it can be easily read. Your completed kit will be a valuablbe aid when going on an interview.

HOW TO USE YOUR KIT EFFECTIVELY:

During an interview you will be asked a number of questions. Some of these questions will concern your abilities to do the job. Your kit is proof that you have done the job well. So it is best to present your kit the first time one of these questions is asked. For example:

INTERVIEWER: "WHY DO YOU FEEL YOU ARE QUALIFIED FOR THIS JOB?"

INTERVIEWEE: "I THINK I'M QUALIFIED BECAUSE OF MY JOB SKILLS, WORK EXPERIENCE AND EDUCATION. LET ME SHOW YOU A KIT I HAVE DEVELOPED THAT SHOWS YOU EXAMPLES OF ALL OF THESE AREAS." (Applicant hands the interviewer the kit).

Your kit is something you will have your entire career. It can easily be updated with new materials. Its true value is in helping you get the job.

OBJECTIVE

1

ACTIVITY

6

GATHERING INFORMATION BY PHONE

1. In this exercise you will identify important information you'll need to gather by phone before going to the interview. Read each selection below. List all the important information gathered. List any important information you feel was left out.

EMPLOYER: J.J. Mickey Company

APPLICANT: I heard of an opening in your company. Is that true?

EMPLOYER: Yes, that is true.

APPLICANT: Where do I apply?

EMPLOYER: We are taking applications and conducting interviews at our Second Street Office.

APPLICANT: I'll be right over (hangs up phone).

EMPLOYER: Wait that office is closed until Saturday and-Oh well! (click, hangs up phone).

WHAT INFORMATION WAS GATHERED AND WHAT INFORMATION WAS LEFT OUT? CHECK ANSWERS ON THE FOLLOWING PAGE.

2. Read the following conversation and identify any information left out that is needed and all information that is gathered.

EMPLOYER: Hello,C.K. Company.

APPLICANT: This is Mr. Blanco. I am interested in applying for a job with your company. I'm an NCR Operator.

EMPLOYER: Yes, we are taking applications, We will be hiring several people very soon.

APPLICANT: When will there be an opening?

EMPLOYER: Immediately, are you interested in applying?

APPLICANT: Yes, when and where can I obtain an interview?

EMPLOYER: We will be interviewing from 9 to 5 Tuesday and Wednesday of next week. What would be a good time for you?

APPLICANT: Tuesday at 10:00 a.m. would be excellent. With whom would I be interviewing?

EMPLOYER: Ask for Mr. Cone at our office on 5th Street. He will give you an application to complete. After you have completed the application, see me.

APPLICANT: And your name please?

EMPLOYER: Ms. Frankolineal.

APPLICANT: That's an interesting name. How do I pronounce it?

EMPLOYER: It's spelled, F R A N K O L I N E A L nad it's pronounced Frankolineal.

APPLICANT: Thank you very much Ms. Frankolineal. I'm looking forward to meeting you.

IDENTIFY INFORMATION GATHERED AND LEFT OUT.

ANSWERS:

#1 - Left out: Name of person doing interview, name of person on phone, day and time of interview.
Information gathered: Place of interview

#2 - Information gathered: Name and pronounciation of employer, name of person on phone line, date, time and place of interview, the fact an application must be filled out for interview.
Information left out: Required Tests to be taken.

BIBLIOGRAPHY

1. 87th Congress, 1st Session, House of Representatives Report No., 879, Manpower Development and Training Act of 1961 Report to accompany HR 8399, p. 27.

2. Super, Donald. "The Vocational Education of the Semi-Skilled." National Conference on the Need for a Renewed Conception of Vocational Education, New York, May, 1963.

3. Wolfbein, Seymour L. "The Transition from School to Work," Journal of American Personnel and Guidance Association, Oct. 1959.

4. Doeinger, Peter B. Programs to Employ the Disadvantaged, Engelwood Cliffs, New Jersey: Prentice-Hall, Inc., 1969, pp. 4-5.

5. Employment Development Department, "How to Get and Hold the Right Job," State of California, April 1975.

6. Northcutt, Norvell, Adult Functional Competency: A Summary, Austin: Industrial and Business Training Bureau, The University of Texas, March 1975.